ERIC Document Resume
See Instruction Sheet
DATE OF RESUME
DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER ED002606
2. ORIGINATOR CONTROL NO(S). N.A.
3. IDENTIFICATION NO. N.A.
4. AUTHOR(S): N.A.
5. TITLE OF DOCUMENT ABSTRACTED: Education of Migrant Children
6. PUBLICATION TITLE: N.A.
7. EDITOR(S): N.A.
8. PLACE OF ORIGIN
ORG. Arizona State University College of Education
ST. Tempe, Arizona
CITY, STATE
TELE. EXT.
INST/LOC CODE
9. PUBLISHER OR SOURCE Arizona State University College of Education, Tempe, Arizona
10. VOL. N.A.
11. PAGES N.A.
12. MO./YR. N.A.
13. TOTAL PP. 186

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA
15. TYPE OF ENDEAVOR Report

16. INDEXING TERMS (6-12)
- disadvantaged youth
- special education
- compensatory education
- curriculum
- retention
- guidance
- teacher education
- migrant children
- language arts
- reading
- family
- cultural factors
- socioeconomic factors
- health services
- music education
- home economics
- team teaching

17. ABSTRACT (MAX. 250 WORDS)

Articles prepared for an education workshop on teaching the migrant child are presented. They include "When the Migrant Child Comes to School" by P. Goodwin, "The Problems of the Migrant Child" by M. Bell, "Problems Created by the Migrant" by J. Tolman, "The Sociological Problems of the Migrant Child" by G. Lewis, "Sociological and Cultural Background of the Mexican American Minority" by A. McDowell, "Problems of Migrants" by P. Kukulski. "Problems Migrant People Face," "Teaching the Migrant Child" by I. Stafford; "The Migrant Child's Future" by E. Johnson, "Cultural Characteristics of the Migrant Child" by A. Kukulski, "Placement of the Bilingual Child" by R. Ouillette, "The Migrant Family and the School" by R. Baxter, "Teacher Attitude" by I. Murphy, "School Needs for the Beginning Migrant Child" by C. Cooper, "A Curriculum Waiting for the Migrant Child" by F. Davenport, "Let's Adjust the Curriculum to the Child" by L. French, "Curricular Changes in the First Grade" by P. Stanton, "Adapting the Curriculum to the Migrant Child" by I. Keller, "Adjustment in Reading for the Migrant Child" by D. Nichols, "Learning to Listen" by A. Clarke, "Phonics" by H. Olson, "A Climate for Becoming" by L. Byars, "Help Him Improve His Self Concept" by D. Rhodes, "The Feeling of Not Belonging: A Problem of the Migrant Child" by C. Anderson, "Lack of Community Interest in Problems of the Migrant" by B. Anderson, "Health Problems of the Migrant People" by C. Judy, "Health Problems of the Migrant" by H. Roosen, "The Migrant and his Health Problems" by V. Ramsey, "Migrant Housing and Sanitation" by R. Billingsley, "The General Music Program and How it Affects the Migrant Child" by C. Coor, "Practical Home Economics for Culturally Deprived Girls" by M. Belcher, "Integration of Migrant Children with Resident Children Through Team Teaching" by A. Hollingshead, "Adjustment of the Migrant Child Through Drama" by C. Lorenz, "Team Teaching -- Animate and Inanimate" by M. Robinson, "Adapting the Kindergarten Program for the Migrant Child" by G. Butler, "Dropouts" by W. Hawks, "Homework and the Migrant" by P. Aragon, "Curriculum Needs for the Migrant Child" by W. Tolman, "Intergroup Relationship in the Classroom" by P. Granger, and "Remedial Reading Techniques" by R. Lauman.

ERIC No.
18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION
20. DIVISION OR DEPT.
21. CONTRACT NO.
PROJECT NO.
22. TOTAL COST OF PROJECT
23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ERIC Form 1

ED002606

EDUCATION OF MIGRANT CHILDREN

INSTRUCTOR

NEIL W. SHERMAN

ARIZONA STATE UNIVERSITY
COLLEGE OF EDUCATION
TEMPE, ARIZONA

AVONDALE RESIDENCE CENTER

REPORT

WHEN THE MIGRANT CHILD COMES TO SCHOOL

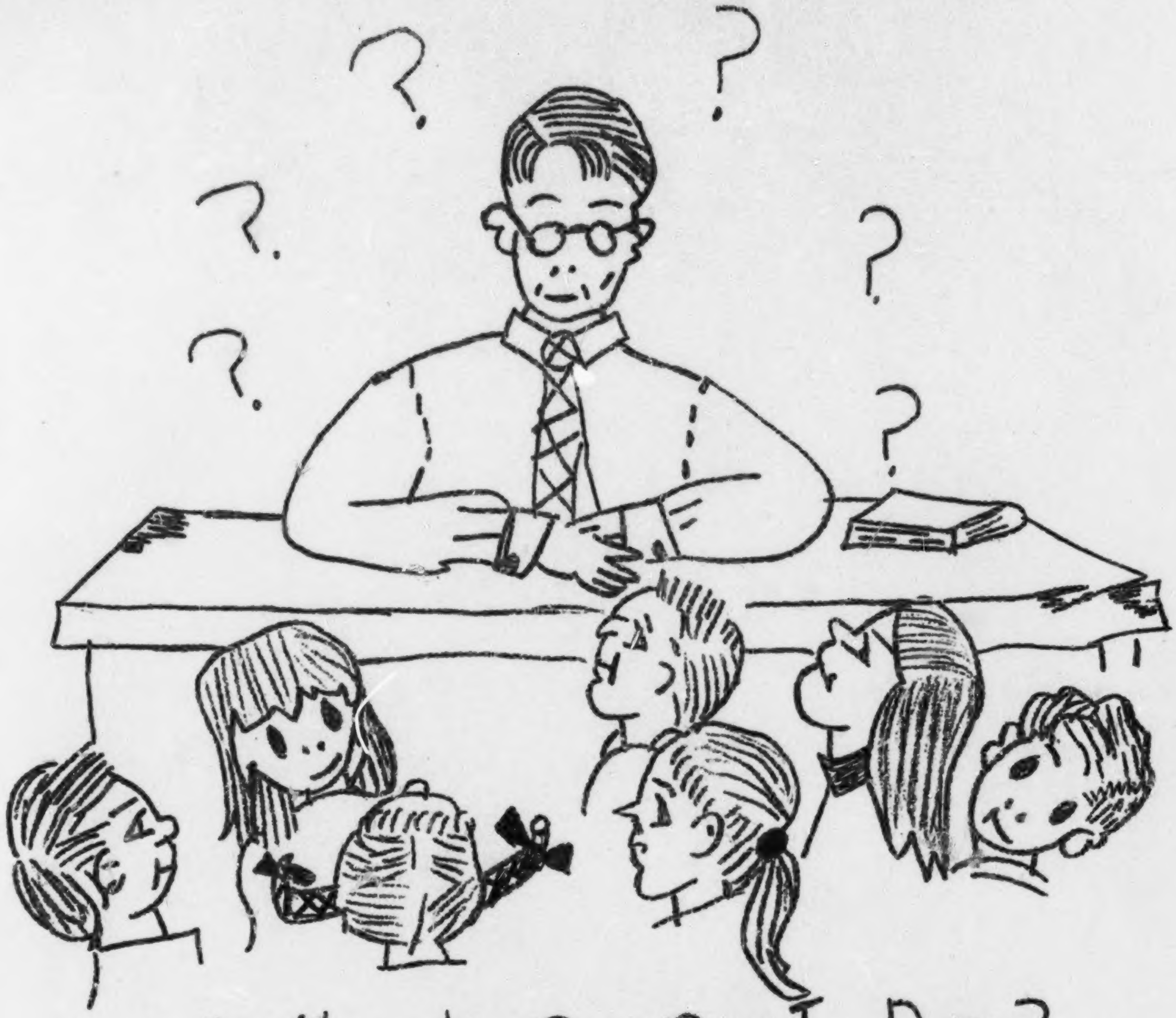
Peggie Goodwin
6001 W. Maryland
Glendale, Ariz.
3rd. Grade Teacher
Dysart School

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

THE CENTER FOR CULTURAL STUDIES
Adams State College of Colorado
Alamosa

ED002606



What Can I Do?

1. What am I going to do with all these children?

2. Can I REALLY help them, when I don't know how long they will stay, or where they came from?

3. How can I find out about them without a formal testing program?

4. How can I make the time they are with me really worth-while?

NEVER lose sight of the fact that this migrant is an AMERICAN. He is a citizen of our United States. He has the same rights as all of us. He must learn to accept his responsibilities just as you have. Look at this child as a potential voter, a source of man power, a neighbor, and a member of our society. Do everything in your power to make him the most valuable member of this democratic society that you can.

PROBLEM OUTLINE

I. WHEN THE MIGRANT CHILD COMES TO SCHOOL

A. Things the teacher must help the child overcome.

(1) Adjustment to a new school situation.

(2) Sense that he has a place in the comunity.

(3) Why he feels frustrated and inadequate in the school room.

B. Ways teachers can help a migrant child feel that he is wanted and important.

(1) Prepare the other children for his arrival.

(a) Class discussions

1. Kind to newcomers
2. Read books or stories

(2) Once the migrant child arrives.

(a) Introducing him

1. Big brother system
2. Put names of newcomers on bulletin board.
3. Assigning some simple daily chores.

(3) Contacts with childs parents.

(a) Notes

(b) Home visits

(4) Withdrawal extremely important.

(a) Accurate reports

(b) Special little good-bys

1. parties
2. letters to be opened as he travels
3. send addressed stamped envelope.

WHEN THE MIGRANT CHILD COMES TO SCHOOL

Things the teacher must help the child overcome.

When a migrant child attends school, he not only faces an adjustment to a new school situation every time his family moves, but he also feels frustrated because of the inadequacies of his background. Often the parents have little desire for their children to go to school and depend upon the older ones as wage earners.

Early in life he senses that he has no place in the community in which he happens to be living; that he and, his family are regarded as nobodies and are looked down upon for the way in which they live.

Irregular schooling, periodic uprooting and readjustments, lack of cultural backfround these and many other factors make the migrant child feel frustrated and inadequate in the schoolroom. He may be belligerent or abnormally shy. Generally his behavior reflects his habit of living for today only. They grow up without financial security and without learning to use money wisely when they do have it.

Ways teachers can help a migrant child feel that he is wanted and important.

Before the migrant comes into the classroom it is important to prepare the other children for his arrival. Have class discussions about the importance of being kind and friendly to newcomers and to point out that the new children may be bringing interesting experiences with them. If Spanish-speaking children are likely to come, the opportunity for learning Spanish, Spanish songs, and dances. The teacher may also read some book or story to help prepare the class to receive migrant children.

Once the migrant child arrives.

Your very first meeting with this child must establish a feeling of security and belongingness. The best greeting you can give him is a genuine smile. He interprets your smile as an invitation to friendship. A calm manner and well modulated voice is a must when working with these children.

A climate of welcome can be created by introducing him to the class during the morning sharing time or news period, and by the big brother system which assures that one student will take each newcomer under his wing, show him around the building, help him become acquainted with the rest of the class, and draw him into noon and recess activities.

You can post the names of newcomers on the bulletin board under such capitons as "WELCOME" or "THESE ARE OUR NEW FRIENDS."
Make a FAMILY TREE for its symbol, each leaf bearing the name of a member of the class. A new leaf is made and fastened to the tree when me a new child comes in; old leaves are removed when a childs moves.
A CLASS SCROLL on the bulletin board making a ceremony of adding the new name, showing the date of entering and leaving for each pupil. By assigning a new pupil some simple daily chores makes the student feel that he belongs to the group. Such chores help the migrant child overcome their timidity and shyness.

Contacts with childs parents

Almost as important as friendly relationships with the child are the contacts the teacher has with his parents. One easy way to begin is to send home a little note by the child the very first day telling about school lunches ect.

Informal notes throughout the year can invite parents to the PTA or encourage them about a childs's progress. Notes, of course, are no substitute for home visits. These visits need not be lengthy and you must not let them sense your shock if you find proverty, dirt, and deprivation.

Unsuccessful attempts by teachers to convince parents of their friendly interest can be cited of course, but as a rule tactful and continued contacts with the migrant family will pay off. A teacher will have a better understanding of the child after meeting and visiting the home.

When the child withdrawals

It is extremely important that upon his withdrawal from school each child receive precise, accurate, and objective information showing what he has learned, the subjects on which he needs to work the books he has read, what he wants to learn, and the problems that may never eeme-b be disturbing him.

The migrant child suffers emotionally when he must leave a school where he likes his teacher and his work and has many friends. So a teacher and class can make it easier if they make it clear to the child that they enjoyed having him with them and will miss him.

Education Workshop

B.E. 502

The Education of the Migrant Child

Instructor: Mr. Neil Sherman A.S.U. 1963

Margaret Bell

THE PROBLEMS OF THE MIGRANT CHILD

Specifically, the problem is that of the insecurities and frustrations the migrant child faces upon entering many new classrooms in different schools and surroundings. Ways of giving such a child more personal attention are proposed as means of easing these feelings and bettering adaptation to the many changes.

To be thought of, in pursuing this problem, should be a rather typical migrant child entering a primary grade (Second). Entrance, generally, is made after class has been in session for some time. When one enters through a classroom door, all eyes may turn upon the newcomer and engulf him in a kind of moment experienced over and over as he goes from school to school. Often, younger brothers or sisters are around the accompanying mother or in the mother's arms. An understandable hesitancy seems to surround the child and the disarray of clothing or soiled clothing may tell its own story of some of the circumstances in which he lives. His stature, paleness or tousled hair may tell another. Some children arrive unaccompanied by a parent and may be escorted to the class by the school secretary.

The child's insecurity, already, has had a start from "his mobile way of life, his foreshortened childhood and his migrant family values as a young wage earner and young one shouldering responsibility, which are in conflict with the values of the non-migrant."

In the U. S. Dept. of Health Education and Welfare 1961 pamphlet it states:

"Most migrant children are retarded in school because of frequent moves from one community to another, lack of acceptance of migrants in some communities, lack of education of parents, language barriers, lack of local enforcement of school labor laws, need for special education programs to fit the needs of migrant children, lack of trained teachers who understand migrant children, lack of school transfer records and methods for grade placement, lack of transportation, a child's earnings needed by the family and insufficient funds for some districts to provide school facilities for migrants during the peak of harvest." Some children have experienced open hostility. With these influences making a beginning within a young life, a new entrant may be seen standing in a doorway, already filled with apprehension and looking and feeling inadquate as he faces another new classroom.

The teacher's attitude is an important factor in the spirit of welcome. She should be familiar with the aspects of the migrant's life and the surroundings in which he lives. Frank Reisman's book of The Culturally Deprived Child, emphasizes that, above all, teachers should respect their way of life. It should be the respect that gives evidence of their worth of study and attention.

A list has been compiled in the book, Knowing and Teaching the Migrant Child by Elizabeth Sutton and issued by the NEA that serves as a good launching platform, of points to consider, in making the migrant child more thoroughly accepted and provided for in the school. It is called:

1. Preparing resident children for the coming of migrant children.
2. Welcoming migrant children into the school.
3. Devoting special time to migrant children.
4. Encouraging the sharing of travel experiences.
5. Providing for participation in special school programs and projects.
6. Recognizing migrant children when they withdraw from school.
7. Making friendly contacts with parents.
8. Giving personal attention to the migrant.

It has been stated that the "great majority are retarded academically and attend school irregularly so an accurate, rapid placement of each child, to derive the most good from the time he spends in school, is essential. Consideration is given to age, physical maturity and social development of the child, individual conferences and observations. Attention is given to "diagnostic exercises, the study of school records and reports, providing individual instruction, having flexible organizations of small groups, having class periods scheduled for review and use of the helping teacher program."

Point 8, that of "Giving Personal Attention to the Migrant Child" is considered in more detail as it seems to be a main one in assuring the child that he is worthy and belongs. Simple objects might be given into his possession and become his after earning them and time comes to "move along" again. These materials should be attractive, colorful and economical. (These objects could be made from salvage materials or materials that cost little.)

Personal attention may be given at once by:

1. Having a vacant desk furnished with work supplies. Besides books and supplies, the teacher could have available, an attractively painted work box (example: cigar size box with lid. It would hold pencils, scissors, crayons, paste and package of tissues.) The same size box, without lid, also painted, could be issued to serve as a card file box. A stiff paper set of alphabet cards 3"x4½" should go with it as well as blank work cards, 2"x4½", made of manila paper. The work cards would be written and used in many parts of the language arts work and the cards, made by the child, could remain his own.
2. Having mimeographed sheet of greeting and explanation to send home.
3. Having a lapel pin ready to mark with the name of the child and for him to wear at first and to keep.
4. Having gummed stickers ready to mark with his name and place over his cloakroom hook or locker.
5. Assigning a child helper, from the class, to show him the school areas for play, the cafeteria, office, library, nurse's room and restrooms.
6. Assigning a room helper job to the child.
7. Supplying an attractive and seasonally decorated book marker with his reader.
8. Finding on the U. S. map, in the room, his last location andd encouraging comment.
9. Keeping a cloth map of the immediate school district on display and pinning

the child's name on his location in the district. (The map could be made with textile crayons.)

10. Placing his name in the areas where the months of the year are displayed so his name and birthday could be featured and Happy Birthday sung to him.
11. Finding a variety of opportunities to record the childrens voices on the tape recorder, in order for the child to hear his own voice.
12. Finding opportunities for taking snapshots in the classroom and on the playground or excursion so each person could see himself in a permanent room display. (A copy of his picture might go along with him.)
13. Arranging for a special half hour after class time to give individual attention and review.
14. Allowing him to tell of his travels and experiences and making a paper booklet to record further travels and pictures of places.
15. Teaching the many uses of games of strengthening and skill with simple equipment of bean bags and individual jump ropes. (A supply of gay colored bean bags or jump ropes might be kept in readiness to go along with the child, possibly as a concrete reward for some performance.)

Other points in establishing rapport need to be considered, such as preparing for their arrival with the use of films and explanation of their work and need in the community. Specific health problems should be referred to the school nurse or community health services; emotional or speech disorders to available child study sources and poor attendance to the attendance worker. Arrangement should be made for friendly contacts with parents. A quick and early visit might be made as the teacher drives several children home to see where they live and to place their location correctly on the classroom map. A child becoming ill at school might be driven home by the teacher.

Reports, increasingly, tell of how quickly the agricultural migrant is disappearing and there is much evidence of this. For the migrant now and those with circumstances similar to his, the giving of more personal attention would seem to ease the problem of insecurity in new classrooms.

THE MIGRANT CHILD

Education # 522

for

Instructor - Mr. Sherman

College of Education
Arizona State University
Tempe, Arizona

by

JoAnn Tolman
Avondale Elementary School #1
Avondale, Arizona

April 22, 1963

Problems Created by The Migrant

A migrant is one that migrates or moves regularly from one place to another says Webster.

We use this word to classify one group of our present day society. The connatation that is given to this particular group is poverty, lack of material comforts, and being underprivileged as to community life and education. The economics of these peoples depend on the crops that are to be harvested in various parts of the country, because they are the unskilled, the uneducated and many times the unambitious. Consequently this is about the only type of work that fits their talents.

The child that is born into a family that is part of this group, is born with problems. These increase as the child grows older.

As a Baby the primary problem would by one of health. Since money would be very scarce the child would probably miss the preventative medication that is normal proceedure for those on a higher economic level. Proper food, clothing and sanitation would by other major problem factors that besiege the pre-school age child. The continual moving of the family would probably have little effect on this small child.

When the migrant child enters school his problems become greater and more complicated. He is put into a situation that is foreign to any experience he has ever had. He is put into an environment of stability and security and expected to react in a manner similiar to the other children. Most of these other children have lived in the community all of their lives and might even have been friends. Their clothing would be somewhat the same, as would their meals and other phases of homelife. Here our migrant finds he is different. His home may be a tent, a shack, or even the car. His clothes may be clean but they might be the only ones he has. Many times the day they are washed the child is absent from school. His diet is one that is very simple, cheap and repetitious. These differences in general living patterns tend to keep this child from adapting too readily to the group.

Since many that belong to this lower economic group are of the Spanish-American race there almost always is some sort of a language barrier. The child may have absolutely no knowledge of the language he is expected to use as a learning medium. This immediately puts him a year behind his age level group because he must spend the first school year learning to communicate in the accepted language. It may take several years before he can express himself fluently or even adequately because of the fact that he reverts to his native language when he takks to others of his race and fails to practice and improve his usage of English. This need of usage is something the teacher must stress over and over.

As the child grows older the gap between him and the "permanent" child becomes more knowledgeable to him. If the school situation is so that there is a classroom that is provided primarily for this migrant influx, it might tend to stress that unaccepted feeling. Even though his native intelligence might be greater than that of some of the regular students, he has the feeling of being in the lower group. Many times this group is passed over because the teacher feels it would not be a good risk to have the child in a play, or on a team or some other special activity because he might leave suddenly, or he would not be able to afford it, or his clothes might not be acceptable.

While life may seem grim for an offspring of the culturally deprived group, they in turn present many problems for the teachers responsible for them. The teacher is confronted with a variable sized class. As the crops are ready to harvest, the class may increase rapidly. If these children had all been in a classroom sonewhere since the beginning of school in September it might not be too bad, but many times some of those who enter in October or even November have not been in school since the previous spring. Trying to give them some background for the fundamental work they have missed and still keep the rest of the class progressing normally presents a classroom problem.

Many times, too, these children enter the classroom with no records from another school so they are placed in a class because of their size or age, not because they are able to do the work at that grade level.

The problem of regular attendance puts a strain on the learning process. Many times this child is out of the classroom to "baby sit" little brothers or sisters, or to work a day or so to suppliment the family income, or for sone health reason. Unless the child is unusual there is little or no effort made to make up missed school work.

There are other problems that arise in the classroom containing this type of student. Because of the sudden departure of the family books might not be returned, money owed for some reason would not be paid, and of course school records would be incomplete and undoubtedly inaccurate.

One might go on and on generalizing about the problems of the migrant and what might be done to solve these problems but we will probably have them as long as we have crops and prople. If we try to do the best we can for them and profit by the mistakes we make in our handling of these problems, we may encourage some to become more worthwhile, stable and secure citizens.

adys Lewis

Education 522

Workshop On Education of Migrant Children

The Sociological Problems of the Migrant Child

We are dealing not only with the problems of the migrant, but of the culturally deprived, rural, urban, fringe, and slums.

The migrants have many problems. A migrant's life is not related to community living in the usual way. He must make repeated adjustments to new school situations, with frustrations resulting from the inadequacies of his background. He faces community situations where there is little awareness of his needs and little understanding of the contribution his family makes to the community's economic development. His family lacks appreciation of the value of education, the need for proper housing and sanitation, good health habits, child care, and the value of budgeting money. His parents usually are non-voters who lack understanding of the resources and services normally available to the rest of the community, through governmental or private agencies.

One major problem is that they work in seasonal crops, which require hand labor, so, therefore, must move with the crops. To some, home has no meaning; to others it is where they live the longest time, or the home of one of the grandparents. They are also poorly clothed and under-nourished.

They are handicapped in finding regular jobs because they lack sufficient education or special skills. Their inadequate wages trap them in a cycle of seasonal migration which is difficult to break. Socially and politically they are deprived of many of the advantages of America.

The children of the workers suffer the greatest damage from a migratory existence. They learn the way of life of their group and accept the goals and expectations of their parents.

They share in common mobility and its limitations, among them the limited opportunities open to them for getting an education and of using the knowledge to gain a better way of life.

If a child attends school every time he moves he faces an adjustment to a new school situation, with frustrations resulting from the inadequacies of his background. Insecurity is brought about by his transient way of life. He is always moving into new situations and is in constant contact with the non-migrant with whom he must cooperate and compete. His shortened childhood, having to assume family responsibility early, and not being protected from the hard realities of life, unemployment, desertion, quarreling, fighting, and adultery, also lead to insecurity. His strong family tie is the one force which does grant him security.

The big factor to all educators is to get the children to come to school regularly. One of the factors controlling attendance is the amount of education of the parents. So many of the parents have little desire for their children to attend school. Most of the parents would like for the children to work, but, fortunately, most states have laws prohibiting children from working in the fields during school hours. Other reasons for keeping children out of school are to take care of the younger children while the mother works, or is sick, or while she goes on various errands. Other factors are laws controlling truancy and child labor, and how they are enforced, which takes the help of many people; land owners, bus drivers, business men, social workers, crew leaders, truant officers, and the children.

Another very large factor is the child's desire to go to school, which we, as educators, must work on to make him feel more than welcome, in fact he must be made to feel that he belongs. When the class room door opens to admit a new child in the middle of the school year, even in the middle of a lesson, this is what he must understand. Unless this child finds opportunity here, he will find it nowhere. His education is the sum total of temporary school stops in classrooms like this, always at the busy time of the year. It can be no better than what I offer him now, for whatever time he is here. A program which meets the special needs of migrant children is a better program for all children.

We, as teachers, must be friendly, cooperative and understanding. Then the resident children will be, and this will influence their parents. The child wants the teacher to understand him, and not to patronize him. He does not want a handout. He wants respect, not love, for love is not a major issue in the deprived home. Respect is something that the child is not likely to have received in the culture at large. He needs a teacher who will stand by him, someone on whom he can depend. For him to be accepted despite his initial hostility and defiance is paramount. The only way the teacher can honestly give him respect is by comprehending his way of life and his efforts to overcome the negative aspects of the surrounding environment.

Good teaching always begins with understanding children, and this is particularly important for the children of seasonal workers. These are children with special needs. The world of the migrant child is the place the teachers must start, for school can be useful to children only if their teachers know what has reality for them.

The most vivid and significant insight comes from personal contact after the children arrive. A good start in a new school means friends and friendliness, a chance to belong, and work one can do. These are what the child hopes to find and dreads not to find when a child leaves the security of home and enters a strange new school. These are what the teacher is concerned with providing, for she knows that learning cannot start until the child is relaxed and comfortable, ready to enter into the life of the school with zest and confidence.

The most important part would be preparing an hospitable group of children who look forward to the arrival of newcomers, for unless children are prepared, and guided, too many children like to keep their own little group and are sometimes very cruel. But with the right guidance children can be a big help. Friendliness grows as one helps other people. Planning for new pupils and having an active part in the welcoming activities are invaluable learning experiences for all the children of the class.

Children should be placed in a room as quickly as possible. All complicated and unnecessary routines should be eliminated. However, care should be taken that the child is placed in a group where he fits socially and academically. Past achievements and chronological age are also very important. Very unfortunately all children do not bring records, so it is quite hard for a Principal to place the child.

After a migrant child enters the class room the teacher should provide extra time for contacts, giving some individual help to make them comfortable and at ease, overcome their timidity, and feel that they belong to the group. This may be used as guidance and counseling in behavior acceptable for school and society ~~of~~ or help with school work. All school projects should be where they can be finished in a short time, as most migrants are in school at one place only a short time.

When a child is ready to leave, a teacher should always give him his report card and transfer, telling something of the child's work and his background. Some children don't know when parents are leaving in time to ask for a transfer. Children should be given encouragement so they will be more apt to enroll in school when they reach a new community, and will re-enter this school when they return.

"MIGRANT CHILD EDUCATION"

Education Workshop BE 522

Instructor: Neil Sherman

1963 Spring Semester

Alice B. McDowell

SOCIOLOGICAL AND CULTURAL BACKGROUND OF THE MEXICAN AMERICAN MINORITY

The assimilation of the Mexican immigrants is retarded in comparison to that of the European immigrants. One of the factors hindering their assimilation is that most of them come from rural retarded areas of Mexico. Another is that their educational level is lower than that of most Europeans. They have also settled in the Southwest not far from Mexico, their native country with its ties. Of the most important factors, their social rejection by the Anglos has kept them from adopting the cultural traits of the dominant group, and their economic position as migratory farmers compells their children to miss school.

The second generation of Mexicans in cities make a strong effort to become Americanized. They speak the English language, get ahead economically and achieve individual freedoms. They adopt the rock and roll, dress, and so forth. They are not as discriminated against as strongly as Negroes. They are not a closed class (as Negroes), and as they learn the social graces they become "Spanish Americans". As the racial traits of Spanish open up for the second generation they will cease to be a minority.

Most of the Mexican immigrants came between 1910 and 1929. In 1929 the United States and Mexico agreed to stop immigration temporarily. Those who had come were accepted by the Mexicans already here, but not the Hispanos, who feel superior to them. The estimates of Mexicans in the United States in the 1950 census were: 1,300,000 in Texas, 120,000 in Arizona, 250,000 in New Mexico (including Hispanos), 500,000 in California, and 90,000 in Colorado.

In World War II Mexico was an ally and it was necessary for provisions to be made to import Braceros for work, with set conditions. In 1942 — 4,200 Braceros were imported and in 1946 — 120,000 were imported. Labor agitated against this importation, but didn't accomplish anything, as the Mexicans then came in illegally. These illegal entrants are called Wetbacks. In 1946 they steadily increased. In 1947 there were 207,000 deported, but large numbers came in 1948 and 1949 and in 1950 — 21,000 a month were coming into California. (There is an immigration inspector to about every forty miles of our Mexican border.) These Wetbacks come for economic reasons, as they make about 50¢ a day in Mexico.

Paul S. Taylor in his Study on Mexican Labor in the U. S., states that Mexicans are employed in unskilled occupations, mostly agricultural. Their wages are low, lower than Anglos for the same job, which the employers say is necessary. They are slow to Unionize. They are increasing in owning their own homes, but not buying land or share cropping. Their job opportunities are limited because of their lack of education and prejudice against them. Their homes are in the slums of cities, or if they do field work, they live in shanties, shacks or barracks.

Mexicans live in separate Mexican colonies, "Colonias". This is an informal segregation, due partially to their low economic status. There was prejudice against them, and restrictive covenants were employed in housing which are illegal now. They are served at the counter but not at tables (where Negroes are served only cones.)

Mexican people are very sensitive to not being wanted. When they fill a labor need they are welcomed -- if they don't try to better themselves, economically or socially.

Ruth Tuck's Not With the Fists is written about the Mexicans in San Bernardino. "Discansio" is San Bernardino.

The lives of the Mexicans in "Colonia" is centered in the family and Church. The family is patriarchal and the children are subordinate. (The children rebel against this.) The girls are protected and there is a double standard in sex morals. The family is permanent, without much divorce. The church is Roman Catholic, but they are not held close by it. Their social life is informal, with friends and relatives, and most of them take pride in being Mexican and not Spanish.

The Anglos exhibit all the characteristic dominant group attitudes toward the Mexicans. They keep them in a semi-caste situation, with no legal restrictions. They are kept in place with no jobs in supervision, no teachers except in Mexican districts. They are never accepted on juries. They are not officially segregated in schools but essentially are, until the last three years of high school, and there are many drop outs.

E. S. Richards' "Attitudes of White College Students in the Southwest Toward Ethnic Groups in the U. S.", Sociology and Social Research, Vol. 35, September, October, disclosed that of nine ethnic groups, the Mexican was ranked the lowest. It showed prejudice and stereotyping. "That they would steal, were dirty, diseased, and helped keep wages low."

"The low social status of the Mexican may be appreciated by observing the reticence of many to refer to them as Americans. They are designated as Mexicans or Spanish Americans, but rarely Americans." (MacDonagh and Richards -- Ethnic Relationships in the United States.

The legal status of the Mexican people varies from state to state. Their lack of desire to become citizens is interesting. The cost of the documents, language difficulty, their legal entry having to be proven, and their loyalty to Mexico contributes to their not being able to see the benefits of citizenship.

Discrimination against them is "extra-legal". They are refused entrance to entertainment places, and in California are refused car insurance because "they drive old cars, are poor drivers, language difficulty, and juries are prejudiced against them". Mexicans do not utilize the courts. They feel that "justice is for the Anglos" and they fear deportation.

The Mexican people had more opportunities during World War II. There was more employment and better jobs. The Unions gave them new ways of economic thinking. They had lacked political experience their returning servicemen and the G. I. Bill gave their political leaders.

The proportion of foreign born Mexicans is decreasing every year and advances are being made in Mexican Anglo relations. They have new avenues of employment, Unions, higher wages and more education. The experiences of the Mexican American veterans made them not willing to accept minority status, and they are successful now in politics. Increasingly the Anglos are recognizing that the situation "can't be frozen".

Organizations working to help the Mexican people are the "Good Neighbors" of Texas, and "International Affairs" in California. PASO, a three-year-old organization in South Texas (short for Political Association of Spanish-Speaking Organizations) choose Crystal City (population 10,000) as a test site for a get out the Mexican vote. Mexican Americans out number the Angles four to one. In an election last week they captured all the council seats, giving them control of the city council and authority to appoint the mayor, marshal and other officers, although the Angles control the economy. "On election day, the Mexicans have learned, all South Texans are equal". Time Magazine, p 25, April 12, 1963.

PROBLEMS OF MIGRANTS

TIME

Shall we begin at the beginning? A baby is born to migrant parents. The child has few opportunities from the very beginning. He receives much less time and attention from all concerned because his mother and father generally are busy trying to earn enough to keep the family fed. There are many children born to each family. There is little TIME for one child.

His formative years are spent with all the other children of the area. His training is simply what he can pick up from the older children. Mother and Father have no TIME, nor do they know, to teach him the things that strengthen and make a child secure during these years. He has no magazines, few toys, and in general little readiness for school.

With such a lack of experience, he begins school. TIME has already become a demon, lurking in the dark, betraying him from the start. Now the LACK OF MONEY and SOCIAL BACKGROUND join forces with TIME. His clothing is generally a dead give away before he even opens his mouth in class. In recent years, a fourth demon has joined the migrant child's parade of enemies. This is LANGUAGE BARRIER. Many migrants are now Mexican, Negro, and other minority groups.

The migrant child, with all his problems, begins school. He is struggling to keep up with children who have roots in the community, social contacts in Sunday School, nursery school, or kindergarten, or both, educational toys, and children's books, security and educated adults to begin their "socially acceptable to society" lives. He is at an utter loss. He does not know TIME has worked against him yet. He is all excited over the pretty things in school.

Just as he begins to get half way settled in school and begins to feel a little at home in this new situation, his parents take him out of school and move on to another crop, town, and maybe school.

This pattern is repeated over and over. Tick-Tock goes the clock! Time moves on! Other children move on in their school work. The migrant child moves on too, but always in the back of an old truck or an old bus. The sound barrier of his mind is not being broken. His every effort is spent on just surviving from day to day. He slips back farther and farther in his school work. Other children make fun of him. He is slowly recognizing TIME as an enemy. Even if he could keep up in his school work, what family in our society would welcome him in their home, or have him to a birthday party, or even invite him to play with their children? Many people do not want such a person to worship God with them.

Soon he becomes tired of fighting it all. The money he can earn in the fields is desperately needed for the family. So, he quits school and works full time in the fields.

This young migrant worker is prepared for nothing except field work. Even this is less on which to build a future than it used to be as automation takes over more and more.

TIME has literally run away with its self in this area. The young migrant marries and another cycle of life has begun. What have his children to look forward to? Only TIME holds the answer!

MY ANSWER TO THIS MIGRANT PROBLEM

All children, to me, are as a young seed to a farmer. They are planted here on earth by God to grow and mature into adults. They are to be as useful and serve Him as well as possible. It is my duty to nuture and train and teach this small seed. This is my purpose in life.

If a farmer planted a seed, and every few days he dug it up, needless to say, his seed would not grow properly. In many cases it would not develop at all. Much the same is true of the migrant child that is rooted up continually and moved. His or her growth is stunted and the child is discouraged in every way.

Thus, we as teachers must teach them as much as we can in the time they are permitted to be with us, love them with all our hearts, let them know we understand and above all pray for God's guidance for them as TIME pushes them even farther back in the background as it ticks off a "space age" day by day.

Patricia L. Kukulski

PROBLEMS MIGRANT PEOPLE FACE

The migrant faces many serious problems such as the difficulty of maintaining a stable, wholesome family life; lack of access to educational, cultural recreational and health facilities; low income and insecurity due to workless periods; poor housing; inadequate protection; and a prevading loneliness that stems from an endless series of temporary habitations with no place that can be thought of as home.

There are about twothousand and a half million migratory farm workers and their families in the United States. What happens to a person who every year moves many times in search of a meager livelihood, subject to numerous disappointments because of factors of weather and market which are beyond his control? We have a phenomenon in American rural life which creates increasingly critical, widespread and difficult problems - social, economic, etc.

The migrant worker is the "forgotten man" in the public welfare field and in many other fields, in the majority of the states. The migrant worker is a welcome, sought after commodity when seasonal laborers are needed. But an unemployed or a sick and needy migrant is a non-resident! In many states if a migrant is married and has minor children he is treated as a needy transient and given emergency relief which is usually enough to enable him to continue on his way or to exist until he can get help from backhome.

No assistance, usually other than surplus commodities or emergency grants are available and to get assistance for unemployment you must be a resident of the state that he happens to be in at the moment. Usually one year is the requirement for residence, however, in some states you must have been a resident even longer.

Many American families hardly realize the extent of the protective health services that surround most of them. People become concerned about safe drinking water; safe methods of excreta disposal and easy access to medical and hospital care only when these are jeopordized or in an emergency.

Migrant farm families, on the other hand, often work and live outside the range of protective servies. They move from place to place, subject to needless illnesses and accidents arising from makeshift housing, makeshift means of transportation, lack of safe play space for their children, and lack of protection against hazards connected with their work.

Year after year, many migrant families return to work in the same crops in the same places, yet each place consideres them "outsiders". In most communities only permanent residents can qualify for some local services. Frequently migrant families find themselves stranded without funds, far from home and unable to qualify for public assistance because of residence requirements.

Earnings of migratory workers vary greatly from crop to crop and area to area. In the southern parts of the country wage rates of fifty cents an hour or below are not uncommon. In areas farther to the north migrants may earn seventy-five cents to a dollar an hour while on the west coast and northwest, piece-rates that yield above a dollar an hour are not uncommon. In 1959 migratory workers throughout the United States averaged six dollars per day while engaged in farm work, according to the U.S.D.A.. Earnings for migrant people usually run from a third to a half as much as the average factory worker.

A combination of low wage rates and intermittent employment and other factors results in low annual earnings.

Although migrant-workers families generally have one wage earner, families headed by migrants usually have cash incomes which are far below the income of the average American family. A study of migratory farm workers in the mid-continent streams showed that the median household income was $2,256.00, as compared with $4,783.00 for average American households.

Employment conditions for migrants are unfavorable not only with respect to wage rates but with respect to other working conditions as well. The housing provided for migrants is often structurally deficient and lacks adequate cooking and sanitary facilities. Owing to the uncertainties of the weather and market conditions the job tenure of migrant workers is insecure. In most migrant families both the mother and the father work and the children if they are old enough. If they are not old enough then they stay home and tend to the younger children in the family. Contrary to what one might think the family relationship is very close in the migrant family.

The future of migratory labor must be considered from the standpoint of demand which is related to production practices and supply in terms of forces generating migrancy and the organization of the farm labor market itself.

The demand for food is expected to advance in the 1960's to meet the needs of an expanding population, particularly in rapid-growth regions in the west. However, the technological revolution in agriculture will more than offset increased production so that requirements for farm labor are expected to continue to decline. Overall a drop in farm employment in the magnitude of 20 percent over the decade may be possible.

The spread of mechanical harvesting methods in cotton harvesting, which employs the bulk of the seasonal farm workers, has been phenomenal. In the season just past more than one-half of the United States cotton crop was picked or stripped by machine, as compared with only about 5 percent in 1950. Declines will occur not only in cotton but in many other crops as machines adopted to varying soil and crop conditions are improved.

Future developments are expected to reduce farm labor requirements in the snap-bean harvest and potato and vegetable crops. A few years ago as many as 150,000 seasonal workers, mainly migrants, were employed in snap-bean harvesting at the seasons peak. By last year the number had dropped to 100,000, and further declines are likely to occur. Experimental models of tomato harvesting machines are now in use. Growers are awaiting the development of tomato strains adapted to machine picking. Plans for machines to harvest raisin and wine grapes are also on the drawing boards. These are crops that now employ hundreds of thousands of seasonal farm workers.

I would say that the outlook for migrants is for a smaller number and more highly skilled form of working force, but a core of migratory workers will still be needed for many activities for years to come.

As for the education of the migrant children I feel that the outlook will be much brighter, because with the mechanization of harvesting proceedures, which will ultimately reduce the number of people needed, many of the present day migrants will be staying in one place and their children will benefit from this because the local schools can set us some kind of curriculum for the migrant child.

TEACHING THE MIGRANT CHILD
April 21, 1963
Ida Jane Stafford

WHERE LIES THEIR FUTURE

"Manana is today", the philosophy of the Migrant, but someone must be concerned with their future. The lowest group in the American social order are these migratory workers. They are the lowest paid, the most insecure, the most poorly houses, the most socially declassed and the most ignored. There is no political mileage in defending them; they are very hard to help--because they move so rapidly. Everyone agrees something must be done, but where do we start?

The lack of political interest helps not only obscure their poverty but helps keep the migrant stuck where they are. There are a great many opinions and theories as to the solution of the migrants problem. For some poeple it is to be accomplished by large doses of charity to come through individuals and private foundations. Wome believe that if the nation experiences sufficient economic growth, the rewards will filter down to the migrant and poverty will be thus eliminated. Some feel that a certain amount of poverty is unavoidable, and that the great thing is to prevent it from becoming self-perpetuating by insuring that the children of the migrant receive an education that will give them a chance to escape the condition of their parents. Others feel that the problem is so immense and many faceted that only the federal government is equiped to handle it. Still others are convinced that it cannot even be approached until there is a radical change in the nation's outlook on poverty, and agreement that it cannot be allowed to exist in the midst of plenty.

Too many people ignore the situation in not seeing what we do not wish to see. In many communities the migrant is regarded as indecent. They are degraded for, in the literal sense, they live outside the grades or categories which the community regards as acceptable. Along with sharing a life without hope, aspiration, and fullfillment of material needs, all have in common the fact that what is normally considered progress of everyone elsse only tends to aggravate their situation.

Deputy Assistant Secretary of Labor, estimated that during the year rougly 1,8 million jobs would be affected by a utomation and technological change. The migrants are not able to take advantage of the upturn in employment opportunities. Their birth, their backgrounds, their foreshortened education--all combine to make them immune to progress.

Brooks McCormick of International Harvester rightly pointed out that of America's great material successes, agriculture was the greatest of all. The United States produces more food than any other country, and Americans pay a smaller portion of their budget for it--rougly 20 per cent-- than any other people in the world--Yet, with all its abundance and its many technical innovations, in American agriculture we have this hard core of people living very badly indeed. The two million migratory workers in our nation have been termed the most excruciating poverty at the present time in America. The average wage is $600 a year or something like 50¢ an hour.

The National Education Association discovered, becauss of the life they live, 75% of their children are educationally retarded. One of the first things cut from their budget is the cost of their children's education. While education is free, it still costs money for clothing and lunches to keep children there--and money is in limited supply. Many times the school, a church or a charitable organization steps in and supplies the money necessary to keep the child in school. But just as often, the child embarrassed by the shabbiness of what little clothing he did have, and ashamed at not being able to pay his own way--dropped out of school or suddenly became chronically absent. Dr. Hector Garcia reported in his study to the National Advisory Committee on Farm Labor that children of migrants went to many schools on different occassions at different places, but never averaged more than three years of schoolin in a lifetime. Not only is educational achievement seldom recognized or encouraged in the home, but the children themselves are generally itching to reach the age when they can legally drop out of school and earn on their own. For these children money means a new kind of freedom; it means they will no longer be a burden on their parents; it may even mean they can help out with the bills at home. Yet in cutting off their education they are cutting off their chance to escape poverty. Like their parents, they will remain uneducated and poor. And is hard to see how their own children will end up any differently. In this way, poverty becomes self-perpetuating.

Many states and communities have attempted to help with the migrants problem by establishing day care centers for the children of the migratory worker, providing special summer schools for the children of the migrant workers, seeing that the labor camps are kept up to standard, and by donating money to services rendered.

However, these few valuable and constructive projects by dedicated volunteer groups, are inadequate and isolated and do not begin to deal seriously with the basic issues which are clearly the responsibility of the State and Federal Governments. What is clearly needed now is broad and effective action. Action by Government; action by enlightened growers and the management of the vast food processing and packing corporations of this country; action by organized labor; action by all responsible elements in American society to effect fundamental changes in the recruiting, organization and allocation of the nation's agricultural manpower resources, and to secure basic reorganization of the system of migratory farm labor which will be in the interests of the entire community.

We as teachers can do our best to make their today as pleasant and enjoyable as possible by making them feel that they belong and are as much a part of our world as their own small world. Self confidence and determination may come out on top so that they may look forward to "Manana". As a migrant, his world will be from the Atlantic to the Pacific--From the Great Lakes to the Rio Grande--It will be his world, however, only in that they only piece of property he will own will be his grave.

By Ernest A. Johnsen

THE MIGRANT CHILD'S FUTURE

This paper is an attempt to analyze the social, economic and educational background of the Western migrant agricultural worker and his family, and to see what the future holds for his children. Admittedly it is too big a project for a paper such as this, but it has stimulated my thinking.

Clearly, the outlook for future prosperity in this group is not good. Mechanization is destroying their livlihood. They are poorly equipped for a labor market demanding ever-increasing technical and mechanical skills. They even are denied, at present, the economic and legal safguards in work and transportation, unemployment compensation and social security, which are taken for granted by Americans.

In one sense, the migrant worker's plight is part of the greater picture of the unskilled unemployed worker in America. His work opportunities are going, or gone. But in several factors he is worse off than, say, the coal miner or the textile worker, or the unskilled industrial worker. He cannot move to an area of more opportunity in his work. He has few marketable skills outside of farming. He has a language handicap in communicating, and a feeling that he is outside the regular American culture. More-or-less unified organizations are working to help the unemployed of other sections. But there is little unified effort, to my knowledge, to aid the migrant.

THE MIGRANT FAMILY The best sociological study of the migrant which I found was made in 1957 by the Colorado State Department of Education. It presents a picture very close to what one might observe in our own area.

In the East Coast region the migrant is predominantly Negro or Puerto Rican. But in the West he is largely of native-born Spanish-American stock. About 75% of migrant children were classed as Spanish-culture background, with most of the others being of mixed so-called Anglo stock, along with a few Negroes and Indians.

The family has a home base in a Southwestern state, where nearly half of them own a home. Most others rent; very few have no permanent home base. The home is small, with no land for subsistence. It is probably made of wood or adobe, with four rooms or less. Only one-third have a bath, and less than half have running water. Half or more have radio, television and an electric refrigerator, but few have such appliances as washing or sewing machines, vacuum cleaners or telephones.

In this home live about nine people, including both parents, five to six children and an older relative, often a grandparent. The parents lack education. Sixteen per cent listed no schooling; 22% completed fourth grade or less; 36% went up to eighth grade; and only 24% attended high school at all. Only two per cent, mostly women, had any education beyond high school.

Although most women listed"housewife" as the major occupation, agriculture was the major income source for both parents. Families averaged between $1,000 and $2,000 total income per year. Except for labor and unskilled industrial jobs, few showed any other occupational resources.

The family travels in a car or truck two to eight years old, carrying minimal supplies. Labor contractors transport most of the others. They have little reading material. Most want their children to have an education, but few make much effort to help them get it.

Spanish is the "first language", and often the only language spoken in the home, though perhaps half the children spoke some English in play. English was poorly spoken, even in the Spanish and Anglo families listing this as a first language.

We have, then, a picture of a family living in sub-standard circumstances, whose chief contact with the normal American culture is through television. Yet they are a stable, loving family, happy in accepting their lot. There seems little possibility, or indeed incentive, to them for improving these circumstances.

THE FUTURE A 1961 booklet by the U. S. Department of Labor lists 28 national organizations with programs to benefit the migrants, and also a number of other interested organizations. Many of these are religious groups also dealing with social and welfare problems. Some deal with legislation or working conditions. But they seem completely independent, with little joint effort to attack the problem in inter-state areas.

Retraining of adults might offer some benefits, but it probably would be far short of a cure-all. In fact, many of the migrant workers who have retraining potential already have removed themselves from the migrant category by their own efforts.

A recent article in Newsweek, and other magazine articles, indicate that retraining is not uniformly successful. It seems most successful with younger workers who have been selected for aptitudes. Causes of failure in retraining programs are numerous. Some workers are not adaptable. Sometimes there are insufficient job openings, and some workers cannot move, or fail to adapt after moving. Union restrictions hamper retraining in some fields, such as construction. Industry hesitates to employ inexperienced help.

Efforts are being made to establish new industrial plants in depressed areas, to take up unemployment slack. But where are industrial or -non-farming occupations to absorb the retrained worker in the agricultural states?

JOB FOR THE SCHOOLS In my opinion a far more successful long-term "rehabilitation" program for migrants could be undertaken through public schools, with community cooperation. But such a program must recognize the handicapping fact that all present programs are local or only state-wide. The migrant problem involves dealing with the same people in several states. The migrant moves, and the program must move with him.

Whether this involves Federal aid is a question. At a minimum there perhaps must be some Federal effort toward a coordinated program, which all the states involved could follow. Without some continuing program which would follow at least the migrant child, there is little hope that more would be accomplished than at present. Federal money might be necessary for some financing; all states are notoriously loath to spend money on semi-transients who are non-voters and non-taxpayers.

Each state would have to adopt planning methods and allocate funds to localities where migrants are found. Each state would have the responsibility of seeing that a well-rounded program is carried out, in local communities.

The local community would be responsible for health, welfare, working conditions and the like, and the educational program. Especially would the community make the migrant feel reasonably welcome and accepted.

But the greatest responsibility would fall on the schools, which certainly would need a clearer program than is now in use. Unquestionably, teachers say, the greatest need of the migrant child is language skill and a fund of experiences common to the average middle-class school pupil, whether he is of Spanish or Anglo culture.

New York City has a well-known successful experiment in developing experiences for Puerto Rican and slum children. Selected groups were taken to museums, lectures and tours, theaters and other cultural affairs where middle-class children might normally go. While the fact that these youngsters were part of an experiment may have been an influence in itself, still the results showed marked improvement in the subjects' educational achievement and social attitudes. Something of this nature, in the different states, might be equally productive for migrant children.

Teachers and administrators are themselves undecided as to the best educational planning for migrants. A 1957 study in Arizona showed that administrators feel their schools are doing a fair job with the migrant, but they also suggest more teacher-training and curriculum development, and more financial aid. Many favored hiring extra teachers for the migrant seasons, with achievement grouping of migrants alone rather than placement in on-going classrooms.

Teachers were sympathetic to the migrant child's problems, but found that his coming disrupted the on-going classroom. They disliked the absence of any previous academic achievement record, and found it difficult to adapt the curriculum to the needs of the migrant pupil while maintaining the pace for the previously-enrolled pupils. They favored separate classrooms for migrants, or at least a preliminary guidance room to analyze his progress before placement.

Clearly, we are far from meeting the educational needs of the migrant child, which is the best hope, as I see it, of elevating his future economic status, and perhaps keeping him from the welfare rolls. Colorado and California have made good progress with planning in some localities, but these are isolated, and fail to follow the moving migrant.

Summer schools for younger children, or a moveable school to follow different migrant shifts, are a possibility. A uniform way of reporting school attendance and progress is a necessity among states. A more uniform curriculum, stressing language development, experiences and pupil participation in concrete activities, is desirable. Vocational traingng is needed for teen-age migrants, but this would have to be outside the high schools which few of them attend. This job training might have to be conducted during periods of no work, since the labor of older children is usually needed for family support.

One fact is indicated by my own experience with migrants: they are more frequently retarded educationally and emotionally than by lack of ability. I have seen many of them make good academic progress in upper grades, with increased language ability. And I believe their plight is just as great a social problem now as many others of national concern, and as worthy of remedial efforts, for our national welfare.

--)O(--

CULTURAL CHARACTERISTICS OF THE MIGRANT CHILD

Teaching children who are not of the same culture as the teacher has its pitfalls. Teachers expect the migrant child to react as our children do to learning situations, problems and enthusiasm for school.. This course has made me aware of the numerous conflicts the migrant child encounters each school day, on the bus, on the play ground, in the classroom, in the cafeteria, competing in sports, and many other important events connected with school.

Let's begin with the home of the migrant child. I will try to deal with the average of the homes in the greater Phoenix area. The home is very meager, sparsely furnished with very few luxuries. Most migrants marry young and have large families. The house is too small and individual privacy is a scarce item. The standard of living is low and when a child learns of a better way in school, it is extremely difficult to apply it at home. The philosophy at home is this: if it's good enough for me it's good enough for you.

The migrant lives for today and lets tomorrow take care of itself. With no long range plan in mind concerning finances, job opportunities, or responsibility, they experience many hardships dealing with the mentioned facets of everyday living.

I have had a recent experience that brought me into contact with their homes that opened my eyes to the frustrations the students must endure. I had taken several migrant students and some students of Air Force personnel and some students from well to do ranchers on a trip downtown. Returning from the trip, I took the Air Force children back to their homes. These homes are very attractive and are in a well planned housing area. Next, I took the children home who lived on the ranches. Again their housing was very adequate. Finally we reached the migrant housing around the school district. I could feel and see the apologetic look in their eyes when they pointed out their homes. I couldn't help but see the envy in their eyes when we had stopped at the other homes. These children must be made of strong material to survive in this type of habitat.

One problem which annoyed me as a teacher with the migrant was their speaking Spanish. When I asked them to speak English I got a mixed reaction. The brighter child apologized and made an honest effort to speak English, however the poor student seemed to delight in using Spanish in my presence. I tried to impress upon this type of student the need for using English. He would need it to get employment and to further his education. His response was distressing. He had no plans to better himself. He would follow his father's foot steps and be a farm laborer. Getting back to the problem of their using Spanish, I simply ignored their use of Spanish and after a while it subsided.

The response from some of the girls was just as alarming. Education means very little to them. They are in school because the law forces them to attend. Their future includes an early marriage and a large family. This is the pattern of her mother and she will follow suit. If she is left with a family to support she knows that the welfare department will care for her.

Another cultural trait which new teachers should be familiar with pertains to extrovertism. These people are quick to act. They do not think through their actions. It's not in their make up to say they are sorry. They may do it to satisfy the teacher but often do not mean it.

Some migrant students have demanding parents who are not impressed with education and insist that the students (especially girls) stay at home and help care for their pre-school sisters and brothers. This is the case with several of the girls in my home room. These girls are average students but because of the poor attendance are making poor grades and incompletes. They miss so much school that it is impossible to do the make up work. This situation must have a terrible effect on the student who is conscientious and really wants to take advantage of their educational opportunities.

Children can be extremely cruel to one another. Migrant children have difficulty pronunciating some English sounds. We can provide extra practice in this type of work to help them solve this problem. Insist on fair play by the rest of the students in and out of the classroom.

It is important that these children have an adequate lunch to carry them through the day. Rest and proper food are necessary for a condusive situation to learning.

Many of these children are caught between two cultures. At home they are expected to follow the cultural pattern of their parents. At school they are pressured to follow our cultural pattern. If they do not react the proper way in each instance, they are in trouble. It is a tough spot to be in. Many of them rebel and do not try to conform to both situations. Juvenile delinquency is high in migrant localities. The boys are often involved in robbery. Some of the young girls resort to prostitution. I had a conversation with one of the juvenile officers of Maracopa County concerning prostitution. He went on to say that it is not uncommon to find thirteen and fourteen year old prostitutes in these communities.

Some of the parents are cruel to their children and the authorities are forced to send these children to foster parents. Only the strongest can meet such conditions and better themselves in the process.

How can we as teachers help these children? First of all we must prove to them that we consider them equal to any other student. We must how them that we love them and are here to help them continue their education. Let them know that we understand a little of what conflicts they encounter each day. Let them know that we realize the poor home conditions. Let them know we trust them and want their friendship.

Albert Kukulski

Albert Kukulski April 22.1963

Ramona Ouillette
Education 263 s
Workshop on Education of Migrant Child

PLACEMENT OF THE BILINGUAL CHILD

"School is the measure of opportunity for thousands of children who move with the crops across our farm country." If these children can be made to feel a part of groups in which they find interesting and challenging work as soon as possible, our schools will have accomplished their biggest responsibilities to the migrant.

The biggest problem in caring for migrant children is in having facilities, equipment and personnel available for distributing the children. Space, instructional materials and teachers are not always available. At present, not even tests are available that can measure the ability of children from a Spanish-speaking culture. Testing of these children is one of the most difficult problems schools have to solve. Because of this and the fact that there are not always rooms which suit them because of their diverse ages, sizes and educational retardment, the children are usually placed according to chronological age.

This situation is probably the most common and the teacher must do as much as she can with limited time and testing materials to find the child's level of learning and to promote rapid growth without slowing down the rest of the class. The faults of placing children according to chronological age when he has not obtained the basic vocabulary for the class are numerous. The child is lost with a meager understanding of English. He cannot participate in class activities and may even have difficulty on the playground. The teacher has other children and it may take a long time to discover the child's various levels of achievement. Very often by the time the teacher has found the instructional level and the child is beginning to show progress, the family moves away.

In some schools the migrant child is placed in a regular classroom with the understanding that he may be moved. The teacher, when she can find time, uses all materials and information at her command to find his instructional level. This information is passed on to the principal and the child may be moved to another room or he may remain in the same room. In this situation the child does not feel he belongs and may not participate. If he is moved he must go through another period of adjustment. If he remains he must be made to realize that he is a part of the group and capable of doing the work the group is doing.

Other schools place children in a remedial type room which is full of materials to work with and has an atmosphere which seems to say we are glad to have you. Tools and materials are available and a job waiting for him.. In this situation the child feels at home right away and the situation gives the teacher an opportunity to find his instructional level and to help him progress. Upon the recommendation of the teacher, he will be moved to a room where he will be using his time to best advantage. This method has very good possibilities provided the entrance class is kept small so that the teacher will have some time to devote to each individual child.

Some schools have overage schools for children who are twelve years old or older and are not capable currently of doing sixth grade work. In these schools the overage children can get the help they need to place them in the proper grade level if they have the ability without overtaxing a teacher who would not have the necessary time to help them progress to an appropriate level. These schools give the other teachers the time formerly allotted to the slow learners who could not work with the class.

Placement can be done best if records and pertinent information is transferred with each student. This is difficult because migrants often leave so suddenly that there are no opportunities to send materials and information that will help lace them. Efforts must be made not only to administer reading and ability tests to place the child at a level where he can progress. The school must accumulate a comprehensive record of the grade level at which the child is placed, his level of achievement and grades, and data from vision and hearing tests, and his immunization record. When the child moves he should be given a certificate of transfer indicating his grade level and achievement. The receiving school would then have some basis to place him in a group level where he would then be able to develop to the best of his abilities. Included with the certificate of transfer should be samples of the child's best work and a "request for additional information card". If this were done the receiving school would have all the information available on the children.

The means of placing migrant children in classrooms will differ in various schools. Each school and teacher involved must recognize the need for adequate test programs for placing children quickly upon arrival in the most conducive atmosphere for achievement. From there they can build effective ways of transferring this important data with the students so there will be as short a lapse in growth as possible.

THE MIGRANT FAMILY AND THE SCHOOL

As this is my first experience with the migrant child, the whole picture is not as clear to me as it will be, I hope, a few years from now. The problem of the Migrant Family is not a new problem. What I can write on it will not shed any new light on the solution. Since November 12 I have had a combination second and third grade of mostly migrant children. I have had fifty-five children on my register. To date thirty-one have withdrawn, so I am teaching Migrant Children.

Mechanization in the state's far-flung cotton growing areas already has cut sharply into the ranks of the migrant army. In Arizona alone, the present estimate of 50,000 migrants is in sharp contract to the approximate 100,000 of five years ago.

The problem of the migrants is not confined to the state of Arizona. It is a situation found in many states where there is a harvest to be gathered. The flow has slowed in the past years in other states due to increasing use of machinery. The problem is still here and will be with us for years.

Each school district with agricultural migratory children has a responsibility for making specific provision for their education. Traditional curricula is right for an average student but inefficient for the migrant child.

Education of this disadvantaged group is very important. They are a source of needed man-power. But there is a deeper reason. Education fights narrow thinking.

"The groups who lack education have contributed disproportionately to discrimination, bigotry, and attacks on freedom of thoughts".[1]

Schools have accepted the responsibility for providing educational opportunities for people of economic and social limitations. They try to meet the needs of children who move with the harvest. Moving from school to school the children of these workers have been short-changed educationally.

It is almost impossible to provide adequate programs for children who shift from state to state. The child has insufficient language and reading skills. The child has an antagonism toward the teacher and the school. There is most always an inadequate motivation to pursue a long-range educational career. Another contributing problem is the frequent moving, improper diets, poor health and dirty unsanitary homes.

The constant adjusting to new teachers and new classmates is set back to these children. The teachers have trouble keeping these children due to few or no previous records. This constant changing from school a great many migrant children are seriously retarded in learning, especially if their school experiences are far and few between in the lower grades. Far to often these children do not learn and are passed to a higher grade because of their age. If tests are given these children, they are so often gone before the results can be tabulated. So they go on to another school with incomplete records and without a report card.

1. Frank Riessman, The Culturally Deprived Child, p.2.

The attendance of our migrant child is very poor. They seem to stay out of school one or two days a week. If a truant officer is sent out to check on them the attendance is better for a few days. Then they seem to slip into the old pattern of hit and miss attendance. The biggest excuse is, they had to stay home to take care of a little brother or sister while mother works in the fields. Often by the time you trace down a child, the family has left the community. So on to the next school without any help for the next teacher.

The migrant child can do very little home workfor quite a few reasons. There is so often no interest no matter how hard the teacher tries to instill it. Often the parents speak no, or little, English, so they can not help the child. Far too often a little brother or sister tear up the work. If the child has an older brother or sister in school they may get a little extra help. A teacher is often reluctant to send school books home, especially if the family is getting ready to move. There is always a chance the book will never find its way back toschool.

Unless the teacher goes to the child's home, she very little contact with the parents. It is almost impossible to get both or one parent to come to the school.

As our migrant families drop out of the stream there is a great need for volunteer workers to cooperate with private and public agencies and churches to find ways to help the migrant families to a new way of life.

As they learn health and sanitation, family budgeting, safety and how to speak better English, migrants glimpse broader and brighter horizons. They can, with help, begin to live rather than merely exist. They can in time become established residents in a community, contributing to the community and accepted by the community. A community assets rather than liabilities.

Ruth Baxter
BE 522

Imelda Murphy
Education 263s
April 1963

TEACHER ATTITUDE

The migrant child's success in a particular school situation will depend in large part upon the teacher's attitude toward the student. If the teacher's attitude is one of understanding and appreciation of the migrant or bilingual child's particular needs and problems, it will be reflected in her long-range planning before the migrant ever arrives. This planning will assure the migrant of a warm reception from the teacher and his classmates and a curriculum especially adapted to his needs. In most cases his mental and emotional growth will be more readily developed in such an environment.

The objectives of migrant education must first be realized by the teacher. Migrant children must be brought under the influence of well-prepared, dedicated, and sensitive teachers teaching individually and in small groups to develop feelings of belonging, security, and satisfaction in the school environment. The experiences so lacking in the cultural environment of the migrant must be broadened. And, lastly, migrant children should be aided in the mastery of tool subjects to the extent of their inherent abilities.

Before the teacher can help the migrant child, she must not only have a genuine interest in her work, but she must also have a deep feeling of understanding for him. No psychological help is possible unless the core of the child is accepted and loved. To do this she must be acquainted with his background and culture and she must understand his special problems and needs. She must remember that the child's problems in a foreign situation are verymuch more difficult, more frustrating and more discouraging than her own. She must put aside her own doubts and fears and help the child. The teacher should shy away from ignoring the special problems of the migrants because the help he receives at her school must be considered as good as the help he will receive at any school. He has no place where he belongs – no place that he can call home. She must realize that migrants

ARE DIFFERENT AND HELP THEM TO APPRECIATE THEIR FAMILIES' CONTRIBUTION TO OUR AMERICAN LIFE.

THE MIGRANT AND BILINGUAL CHILD'S NEED ARE MORE PRONOUNCED THAN THOSE OF THE REGULAR STUDENT. HIS PRIMARY NEED IS OBVIOUSLY SECURITY. HE NEEDS THE IMMEDIATE FEELING THAT HE BELONGS TO THE GROUP, THAT HE IS ABLE TO LEARN, AND THAT HE IS IMPORTANT. HE NEEDS LOVE AND AFFECTION, ESPECIALLY FROM THE TEACHER, BUT ALSO FROM THE OTHER STUDENTS. GOOD HEALTH IS IMPORTANT TO HIM, BUT IS OFTEN NEGLECTED OR CANNOT BE HELPED AT HOME. HE NEEDS TO APPRECIATE HIS OWN BACKGROUND AND TO REALIZE HE IS AN AMERICAN AND HAS A PLACE IN SOCIETY. HIS CREATIVE SPIRIT NEEDS TO BE DEVELOPED. THE MAIN OBJECTIVE OF THE SCHOOL, HIS EDUCATIONAL AND MENTAL DEVELOPMENT, CAN BE MET AFTER THESE NEEDS ARE FULFILLED.

HOW CAN THE TEACHER FULFILL THESE NEEDS? SHE CAN DO THIS MOST EFFECTIVELY BY CREATING A FEELING OF UNDERSTANDING AND GOOD WILL TOWARD THE MIGRANT CHILD. SHE CAN PROVIDE OPPORTUNITIES FOR SUCCESS IN EACH AREA OF EXPRESSION. SHE CAN AVOID COMPARISONS BY STRESSING COOPERATIVE RATHER THAN COMPARITIVE ACTIVITIES. THE MIGRANT CHILD'S ABILITY MUST BE RESPECTED AND APPRECIATED. EACH CHILD CAN BE HELPED TO EXPERIENCE SUCCESS. PRAISE GIVEN FREELY CAN MOTIVATE THE CHILD.

MORE CONCRETELY, THE TEACHER CAN MAKE A STUDY OF THE BACKGROUND AND CULTURE OF MIGRANT AND BILINGUAL FAMILIES BEFORE SCHOOL STARTS IN THE FALL. SHE CAN BECOME ACQUAINTED WITH THE LIVING CONDITIONS OF THESE FAMILIES BY VISITING THE CAMPS AND HOMES AND THUS PROVIDE LEARNING ACTIVITIES MORE CLOSELY RELATED TO THE CHILD'S ENVIRONMENT. A STUDY OF THE COMMUNITY'S AGRICULTURAL CYCLE WOULD ALLOW HER TO PREDICT PEAK MIGRATORY SEASONS AND THE PRODUCTS HARVESTED DURING THESE SEASONS.

BY A STUDY OF THE MIGRANT'S BACKGROUND THE TEACHER COULD ORIENT THE REGULAR STUDENTS TO THE EXPECTED MIGRANTS. THIS COULD BE DONE BY BOOKS, STORIES, TALKS, AND MOVIES ACCORDING TO THE AGE LEVEL. THEY SHOULD BE TAUGHT THE CONTRIBUTIONS THE MIGRANTS MAKE TO OUR LIFE AND THUS RESPECT

AND APPRECIATE THEM. AS A RULE THE REGULAR STUDENTS USUALLY LOOK FORWARD TO THE COMING MIGRANTS, MANY OF WHOM ARE OLD FRIENDS, AND LATER WILL BE SORRY TO SEE THEM LEAVE. THE TEACHER SHOULD CAPITALIZE ON THIS INTEREST BY HAVING THE STUDENTS WELCOME AND ASSIST THE MIGRANTS.

IN AN EFFORT TO MAKE THE NEW STUDENT'S FIRST DAY AN ENJOYABLE ONE, HE SHOULD BE WARMLY GREETED BY THE TEACHER. A DESK WITH HIS NAME TAG, HIS OWN BOOKS, A "BUDDY" TO SHOW HIM AROUND SCHOOL WILL ALL MAKE HIM FEEL AS IF HIS ARRIVAL WERE EXPECTED BY THE CLASS. AN ATTRACTIVE ROOM WILL HOLD HIS ATTENTION AND MAKE LEARNING MORE PLEASURABLE.

DIAGNOSING THE EDUCATIONAL NEEDS OF THE CHILD SHOULD BE DONE WITHIN THE FIRST WEEK. THIS CAN BE DONE BY HAVING PREPARED SURVEY SHEETS OF EDUCATIONAL NEEDS ON WHICH THE TEACHER'S OBSERVATIONS CAN BE QUICKLY AND ACCURATELY NOTED. A CHILD AS WELL AS THE TEACHER CAN KEEP A FILE ON HIMSELF. THE TEACHER'S FILE SHOULD BE KEPT UP TO DATE SO THAT AS MUCH INFORMATION AS POSSIBLE CAN BE SENT TO THE NEXT SCHOOL WHEN THE MIGRANT CHILD LEAVES.

BECAUSE MIGRANT STUDENTS ENTER A CLASSROOM AT MANY GRADE LEVELS THE TEACHER, ESPECIALLY OF UPPER AND MIDDLE GRADE LEVELS, SHOULD WIDEN HER UNDERSTANDING OF THE ENTIRE PATTERN OF SKILL DEVELOPMENT SO THAT SHE CAN SEE CLEARLY THE STEPS BY WHICH EACH SKILL IS BUILT. WITH THIS AS A FOUNDATION, SHE CAN WORK MORE CONFIDENTLY WITH THESE CHILDREN WHO COME TO HER AT ALL STAGES, UNDERSTANDING WHERE THEY ARE ON THE LADDER AND WHAT THEY NEED NEXT. THE MORE TECHNIQUES OF TEACHING SHE USES THE MORE BENEFICIAL IT WILL BE TO THE CHILD.

ONE MAJOR CURRICULUM ADAPTATION THE TEACHER COULD MAKE WOULD BE TO SCHEDULE THE UNITS WHICH HAVE MORE SPECIFIC VALUE FOR MIGRANTS, SUCH AS THOSE ON DENTAL HEALTH, NUTRITION, CLEANLINESS, REST, CARE OF THE EYES, SAFETY, AND VOCATIONAL GUIDANCE, FOR THE SEASONS IN WHICH THE SCHOOL HAS THE LARGEST MOVING POPULATION. THESE UNITS COULD BE BROKEN INTO SMALLER PARTS WHICH COULD BE COMPLETED IN ONE OR SEVERAL DAYS SO THAT THE MIGRANT WOULD FEEL HE HAD

COMPLETED A PROJECT. HE WILL GAIN SATISFACTION BY BRINGING HOME SOME WORK. TWO OR THREE DAY UNITS WILL ENCOURAGE STEADY ATTENDANCE. LONGER UNITS COULD BE USED IN DIFFERENT SEASONS. HOWEVER, THE TEACHER SHOULD NOT WAIT TO BEGIN PROJECTS, BECAUSE THE CHILD WHO COMES INTO A DYNAMIC SITUATION WILL BE MOTIVATED TO JOIN IN MORE READILY.

A GREAT DEAL OF STRESS SHOULD BE PUT ON LANGUAGE DEVELOPMENT. THIS CAN BE DONE THROUGH MUSIC, RHYTHMS, ART, PLAYMAKING, DRAMATIZATIONS, AND PUPPETRY. EMPHASIZE THE VALUE OF BILINGUALISM, SO THAT ALL CHILDREN REALIZE THE ADVANTAGES OF HAVING TWO LANGUAGES. HELP CHILDREN SEE THE IMPORTANCE OF SPEAKING ENGLISH WELL. ALSO TEACH SOME SPANISH WORDS AND PHRASES TO ENGLISH-SPEAKING CHILDREN. DO NOT DENY THE CHILDREN THE PRIVILEGE OF USING SPANISH. NOTE SHOULD BE MADE HERE OF THE IMPORTANT CONTRIBUTION WHICH THE SPANISH-SPEAKING CHILDREN CAN MAKE TO THE CLASS THROUGH THE INTRODUCTION OF VARIOUS ASPECTS OF HIS PARTICULAR CULTURE.

A GENEROUS SUPPLY OF ART MATERIALS, TOYS, BOOKS, AND READING MATERIALS ARE NEEDED. BECAUSE OF THE READING HANDICAPS OF MIGRANT CHILDREN FILMS, PICTURE FILES, MATERIALS FOR EXPERIMENTS, TRANSCRIPTIONS AND RECORDS ARE OF PARTICULAR VALUE. THE CHILDREN WOULD ALSO BENEFIT FROM FIELD TRIPS AND SELECTED SPEAKERS GATHERED FROM THE COMMUNITY. IT WOULD ALSO BE BENEFICIAL FOR THE WELFARE OF THE MIGRANT CHILD TO ENCOURAGE HIS PARTICIPATION IN TEAM SPORTS IN ORDER TO DEVELOP IN HIM AN AWARENESS OF THE NEED WHICH THE COMMUNITY HAS FOR HIM.

AN ATTEMPT HAS BEEN MADE HERE TO SHOW THAT THE ATTITUDE OF THE TEACHER IS REFLECTED BY THE MANNER IN WHICH SHE HAS ADAPTED HER METHODS OF TEACHING TO MEET THE NEEDS OF THE MIGRANT CHILD, EVEN THOUGH THE BASIC CURRICULUM REMAINS THE SAME.

SCHOOL NEEDS FOR THE BEGINNING MIGRANT CHILD

By

Carol Cooper

The beginning student has many new changes and situations in which he must adjust. This is an intirely different routine than he has had at home. His nother is no longer there, instead he has a new and unfamiliar person to guide him. This may be new to the beginning migrant and it may not. He may be used to getting along with new and strange people. However the routine is going to be different. Chances are there has never been a definite time to do anything in his home life.

If this child's parents are field workers chances are he sees little of them. Their hours are long and unsteady. When this child comes to school he must adjust to many new ideas and people quickly. He may have to do this many times in a years time. We must help this child feel welcome from the very first.

We must make him feel that he belongs. Have an extra desk with paper, crayons, new pencil, the reader we are using and all the things the others have . . . . clay, peg boards etc. ready at all times. This is important, but before he comes to the classroom, I believe, it is important to find out just which classroom he does belong in or at least come close.

Although it will be argued that this is confusing etc. to the new student, a readiness test will help. If he is placed in a group which will or has been moving at the same rate of speed as he has, he will more than likely feel more secure from the very beginning. Changes within the school from one class to another are too much for any child at this age.

The migrant child in this area usually does not enter school in September. So he may have been in school elsewhere. If he has not the problem arises in placing him in a group of beginners.

A Readiness group is necessary for many first graders be they migrant or otherwise. Regardless of age some children are not ready to read when they start school. Their experiences have not been such that they have developed much knowledge.

Readiness is exactly what it says. We get ready to Read. There are so many things we can do. We may color a picture the teacher has ready for us and later draw a picture of our own. We may work with clay, make animals or bowls. Playing games is fun and we learn to do things together in this manner. We learn to share when we are making a town of blocks or we are playing store. For something we can do alone a puzzle may be just the thing and if the teacher smiles and says we have done it well, we feel very good inside. This is an important feeling for everyone. Often this migrant child comes from a family of many children. This means the home is a crowded, busy, active, noisy place where no one child is focused upon. There are too many children for this, and the parents have too little time. Individualism and self-concern on the part of the children is much less likely to emerge and is in fact, discouraged in this more family-centered home.

He needs to develop his own interest and powers of creativeness. He needs to start good work habits. The attention span is short. There needs to be many short activity periods with much planning. Dramatic play is a wonderful way for children to express themselves with action. The familiar stories such as The Gingerbread Man and Three Pigs and the unfamiliar stories become more real when you are a part of them.

The things so very hard to do are: To learn to accept responsibility, Follow directions and then finish the work no matter what. The responsibility lies in all things. We are responsible to ourselves and others also.

When a child comes new to the classroom it is important that he becomes familiar with the rules on the bus, playground, lunchroom, and classroom. This is the teacher and other students responsibility. Then it is the child's responsibility to abide by them. Appoint a helper or two to show the new student around - to be a friend. A friend can really be of so much help.

The classroom should be attractive and comfortable. Make this home away from home a place of beauty. Make it interesting. Bright cheerfull colors are a stimulus for happy times. A change often, helps. Looking at the same old thing day in and day out is not pleasing.

In a readiness situation such things as:

1. Aguarium
2. Terrarium
3. Playhouse area- furnished
4. Farmyard area- furnished
5. Toy Corner
6. Pet in pen
7. Bird in cage
8. Simple puzzles
9. Attractive bulletin board
10. Crowing Plants
11. Vase of Flowers
12. Story book shelf
13. Picture book shelf
14. Home made scrap books
15. Box of wooden blocks
16. Tub of water

There are three levels of readiness characteristic of this migrant child. Level one consists of the children who know very little or no English. All work is by rote and attention span is short. Level two includes children who know some English, are more mature, and have learned to listen for longer periods of time. Level three consists of children who have had enough readiness bo begin matching exercises --- letters are used in place of nonsence syllables.

In most cases these children do not understand English, but they will follow directions by imitating the teacher's example long before they understand her spoken work. The teacher will be directing her group by her attitude toward them, by her tone of voice, by her actions. It is important for a beginning teacher to realize this. She needs to be calm, soft-spoken, endowed with much understanding. It is necessary to set up the physical arrangement of the room so that the teacher gives as few directions as possible at the beginning, but sees that every direction is followed. It is important to watch the levels of learning, and to add new directions as fast as the group can follow them in practical situations.

Readiness for oral communication is the important job of the language arts program at this level. Hearing directions in meaningful situations. Imitating new sounds by rote. Speaking a new language for practical purposes are necessary tools. Guide words for this program could be Hearing, Seeing, Doing and Saying. Develop the desire to speak and understand the English language.

The school and teacher need to help these children to develop good health habits. Teach the children to understand the need for cleanliness. Show them how to wash, how to shampoo their hair. Teach the children to understand the need for a balanced diet. Help them to learn to eat those foods which make him healthy. The school lunch program will often times help you provide a lunch for those unable to pay for it. These children are often suffering from malnutrition. Bring to their attention that personal appearance is important. Keep their hair combed, clean their finger nails, have clean clothes and polish their shoes. Most schools in areas where

Migrant workers settle give some help in providing clothing for those who need it.

Most of all the school needs to be ever aware of these children and do all they can for them while they have them in their charge. Even if you know you will only have the child a few weeks, do all in your power to help him become a good citizen and a better person and to make the most he can of his life.

Frances Davenport
Workshop - Migrant Child
April '63

A CURRICULUM WAITING FOR THE MIGRANT CHILD

Introduction To teach a child requires understanding. To teach a migrant child requires more understanding. It is important to know his particular needs, and they will vary greatly from the others in the class. It is important to know him as an individual, not based on generalizations. "He belongs to all the schools he has attended but he belongs to none." It is every teacher's goal to set up a curriculum which will enrich the program of all children and at the same time meet the individual needs of the migrant children in the classroom. The methods and use of curriculum mentioned here may be of some value to those teaching migrant and/or bilingual children in Arizona.

Citizenship Upon his arrival to the new room the "welcome" he receives will be his first lesson in citizenship. This will be his community. It should be filled with his learning tools; a desk, books, materials, and friends who will assist him as he discovers how he can best contribute to the classroom. His work should be waiting for him in his desk. It must be interesting and a challenge to start and within his ability to finish.

(Finding the migrant's level of his attained skills should be determined immediately and he should be placed in the group which best suits his needs as quickly as possible. A work record sheet or card as follows would be useful.)

		Rating (Comments)
LANGUAGE:	Speaking vocabulary	______________
	English comprehension	______________
	Other	______________
READING LEVEL:		______________
SPELLING:		______________
WRITING:	Copy	______________
	Creative	______________

ARITHMETIC: Facts ______________ Processes ______________

HEALTH: Physical abilities ______________ disabilities ______________

INTERESTS: [illegible]

LANGUAGE ARTS This will probably be his weakest area. How well he responds to the teacher's first given assignment will be clue to his mastery of the communicative skills. Simple directions, with few words will help him overcome the strangeness he must surely feel.

Oral, speaking ability can be taught most effectively through group discussions - speaking with English-speaking people. The mixed classroom will encourage language skills immediately. In areas with many bilingual students a Kindergarten program can be most effective - English can be taught incidentally - emphasizing the use of and teaching a simple vocabulary. Here, and the Primary Grades the program should consist of as many activities as will hold their interest and stimulate learning:

Story Time (with discussion))
Music (develops ability to distinguish sounds)) Develop speaking
Poems, riddles (good listening experience)) and listening
Games (play groups)) skills
Small work groups (a time to evaluate skills))

In the middle and upper grades, if the child is bilingual, he will most likely have difficulty in pronouncing certain sounds. This requires oral practice and should be done without causing embarrassment. The following have been used effectively for teaching sounds:

Choral reading
Choral speaking
Tape recorder used by groups or individually
Songs, recordings
Poems, rhymes, tongue-twisters

(The ch sound is one of the most confusing to the bilingual. Recalling the ch sound in chili (Mexican) and reminding him to transfer that sound to chicken, chair, etc will help clarify where the position of the tongue should be.)

Reading development will best be accomplished in small groups. The most valuable period for teaching language skills to non-English speaking child may be during the activity period when science, social studies, health etc. are presented in unit type learning experiences. This offers the opportunity for discussion groups and Vocabulary Building. It must come first! In the lower grades the following will be necessary:

Displays, bulletin boards, illustrations
Charts (for writing stories and experiences)
Toys, realia

Both lower and upper grades will need:

- Basic word lists
- Library books, supplementary texts
- Mimeograph and ditto work (to follow directions)
- Opaque projector (good for choral reading)
- Magazines to cut out pictures for charts

In the upper grades the migrant shows difficulty expressing himself. He needs real, concrete experiences. His reading program can be enriched by:

- Class discussion & group discussion with plenty of explanation before, during and after reading lesson.
- Dramatization (role-playing) - developes self-expression and confidence
- Games - "Stump the Class" - Listening exercise where students make up questions and challenge class.
- Experience stories - written by him, guided by teacher
- Sequence building - retelling story; simple outline

SOCIAL STUDIES & SCIENCE The area he most likely will fit into.

Units for primary grades (especially suited for migrant):

Home & Family: Show different kinds of living
Use many audio-visual materials

Community: Stress locations, directions, community helpers
Different homes, occupations, recreation areas
Use local songs, dances
Safety in streets, alleys, hazardous areas

Farm: Especially suited for areas of agriculture
Crops - field trips - community resources
Farm dwellings

Food & Clothing: Good eating habits - dress
Difference in food and clothing
Art - color of clothing (uniforms) & food

Animals & Plants: Domestic (show and tell)
Notebooks (Kinds of Arizona cactus - animals)
Write stories - pets, gardens

Units for Third and Fourth grades:

Cotton: Growing - season, planting to harvest
Importance - a means of making living; to economy
By-products
Equipment - growing and transportation
Finished product - collect realia, looms, draw textile prints

Indian (Especially Arizona): Many migrants are of Indian descent
Locate reservations on map - historial significance
Dwellings - type of construction, materials
Clothing - dress dolls (dark-skinned)
Arts & Crafts - pottery, weaving, jewelry
Industries - farming, lumber, cattle, sheep

Arizona Animals: Stress animals native to Arizona (wild)
Habits, dwellings, uses, tracks
Classify
Write stories (experience)
Games - description through classification
Art - notebooks
Conservation - protection

Arizona plants: Stress desert, southwest area
Water - uses, consergation
Classify, collect
Art - draw desert flora with water, without,
make notebooks

Units for Upper Grades:

Mexico: Stress modernization
Locate; geographical advantages
Discuss differences within Mexico itself
Natural resources
Historical development (Spanish were first)
Art - Clothing, crafts, dances, songs

American Heritage: (For all nationalities)
Committee work - groups of same heritage
World-wide (multi-culture)
Realia from each group
Displays, murals, exhibits
Songs, dances, customs, costumes, food
Stress differences - not prejudices
Democracy "Vast Melting Pot"

A suitable "exercise" for the migrant, who so often has difficulty following directions (due to language) is map-making. It can be developed in the social studies units. The teacher, after choosing appropriate map, may line off in equal squares (8 X 12 map would have 24 2" squares). The teacher should then line off board with same number of squares - make them 5". The students must follow the teacher as each square is filled in. He may line off his own paper or use lined graph paper. It is imperative that he follow instructions. When all the squares have been completed he will feel a great sense of satisfaction and accomplishment as well as have a usable map to be used with the unit of study. A migrant child can accomplish this his first day in the classroom. His neighbors will be more than anxious to assist him if the class is familiar with the technique and the feeling of esteem that first day can carry him into more rapid future learning.

THAT MIGRANT CHILD HAS COME AND GONE - WE HOPE HE HAS EXPERIENCED GOOD THINGS WHILE HE WAS HERE.

LET'S ADJUST THE CURRICULUM TO THE CHILD

FIRST GRADE LEVEL

In order to teach Migrant Children a teacher must first endeavor to understand them and become acquainted with their actual life. Schools should welcome and accept each migrant child as an important person who has a place in the school.

The migrant child is not a class, society or organization, it is an individual and should be treated as such.

In the first place, the migrant child does not come into school the day after Labor Day -- it might be a week, six weeks or six months later. He might be forced to make the adjustment of transition from home to school four or five times during his first year of school experience. On the administration level it is almost impossible to make a big issue over the newcomer, particularly if he is Spanish American as he is too shy. If you get him to tell you his full name and address it is unusual, or where he came from may be a mystery to you and to him.

There is a common ground and it is up to the classroom teacher to find it. Home? Well, he is already bewildered and some almost in tears, so why antagonize him with the mother, father, brother, sister approach? Perhaps what his father is doing is easier to bring about conversation -- pulling carrots, digging onions or whatever. This is more impersonal and yet a true experience and something he knows about.

Teachers should prepare resident children for the coming of the migrant children by helping them to understand why these children move from place to place and why their parents' work is important to all of us.

Time should be taken the first day the child arrives in the classroom to make him feel as welcome as possible. Tell him your name and introduce one or two that he will sit by and choose a companion or buddy to show him the rest rooms, where to get a drink and to play with him on the playground. A name tag for him, for his Buddy and the teacher may be a help. This often too makes the role of the buddy a much more important one to the resident child and, therefore, he is more eager to cooperate. Give the child something to do with his hands. Perhaps he would like to choose a toy from the toy box to hang onto, or play with clay, pegboards, beads, etc. If his hands are busy he will probably become more at ease and can size up his new situation. Sometimes teachers tend to rush the newcomer. Let him relax, then he will be more cooperative for questions and discussions.

If the child is not too shy, he can probably tell you what book he has been reading in. If not, try him out alone - don't take the chance of embarrassing him in front of his new friends by asking him to read aloud something that might be too difficult for him. As soon as possible an experience chart may be made about the new member of the class. This, too, has to be at the teacher's discretion. No matter what time during the year a child enters a classroom, that much time should be set aside to welcome him and make him more at ease. Draw upon his travels and experiences to make contributions to the classroom.

Most migrant children have not had the experience of the old favorite stores that most children have had read to them before entering school. These stories and many, many others should be read, told or dramatized providing the deprived child with as many new and vivid experiences as possible. Often the vocabulary of these children is very limited. Through listening to stories, dramatizing them and discussing them his speech vocabulary will be greatly improved and as his speech vocabulary grows, the easier his reading vocabulary will expand.

As there is a large percent of migrant children that are bilingual -- mostly Spanish American -- some time should be spent on their reading problems. His experimental background does not correspond with the reading materials available. The reading program should include all those activities and materials that will initiate and promote achievement in reading for every child, with emphasis on English language development.

It is not fair to try to deprive the Spanish American child of his language by telling him he must at all times speak in English -- to him you are telling him he is wrong, his parents are wrong and his whole life pattern is wrong. If we want to gain and maintain his respect we must respect what his home life is and what language is spoken. Even at first grade level it is not difficult to point out to the bilingual child that most information he wants to gain is written in the English language - road signs, labels in stores, funny books, newspapers, commercials on TV, etc. Try to instill the desire to read English, give him a chance to exchange words with English speaking children and always acknowledge the fact to him that you admire his desire to learn a new language, so speak it and to read it. Point out that he is really more fortunate than most if he can speak two languages.

Music is a wonderful teaching tool for any child. The use of whimsical words and catchy tunes do wonders in teaching difficult phonotic sounds –– the difference between sh sh Baby and Choo Choo for trains, etc.

Time for units of work should be kept short in an effort to give every child the feeling of completing a project. Making experience charts into small booklets encourages children to come to school each day so that he may finish his booklet. This too he may take with him and will substitute in a small way for the books they do not ordinarily possess. Maps too are something to base experience charts and much can be learned by the resident child who has not traveled as much.

Praise is very important to the migrant child because they are often lacking in self-confidence. The teacher should indicate to the child that she does expect him to learn and encourage him along those lines.

Excursions offer unlimited sources of material both for reading charts, vocabulary enrichment and supplementing experiences that the migrant child has probably not had.

Mixing children of permanent residence and those of the migratory group offers exchange of new and more vivid ideas as well as the migrant child hearing more vocabulary than they would if they were limited with association of only their own. Too, if the class is made up of both types, there is not such a physical change in the classroom as students come and go.

First, last and always a teacher must be kind, consistant and willing to understand the problems and needs of all children –– a child wants a teacher he can depend on and will be more than willing to give his respect and cooperation in return.

Louise M. French
BE 522

Curricular Changes in the First Grade

Peggy Stanton
April 17, 1963

Curricular Changes in the First Grade

The problem of changing the curriculum to fit the needs of the migrant child is very important and so complex. Since this year is my first one as a teacher, I was not prepared, nor did I anticipate the problem in my classroom. In this paper I plan to "write down" many suggestions that I have read about and those I have tried in regard to the migrant child in a first grade classroom.

I am sure that the first step in planning a tentative schedule is to find out the yearly stream of the migrants-- both when they leave and enter the community. Thus you will be able to plan science and social studies which will have specific value for these children while they are with you. Shorter units which review daily should be planned with many experiments and group activity such as actually brushing teeth, washing hands or using a magnet and magnifying glass.

The changes in the language arts are many, as well as varied for these children. During the readiness period experience charts should capture the room's news, a science project, a coming assembly or a favorite poem. Later, when some of the children are ready for reading activities, these charts will provide their own stories to be read. At this time various things should be labeled and these may be changed each month. Clever signs announcing P.T.A., a show or a good movie will encourage reading to get information. A poster stating the class rules with a few pictures will add interest. The Helper's Chart helps children to recognize their own name and later on their friends'.

Time must be allowed for group discussions which may stem from a new bulletin board (teacher or child-made), pictures, filmstrips, science or art projects. These talks should be mostly child-centered with the teacher taking a mental note as to interest and vocal abilities of some children.

Many and well selected books and magazines should be available for the children to look at during a free time. There should be time each day for poems, story telling or reading by the teacher. Flannel boards enhance storytime. "News-of-the-day" written on the board or lined paper after a group discussion will illustrate that reading is important to children.

A good start in reading is so important, as is the daily review of phonetic principles and other word attack methods. Extra time must be spent in talking about each new idea in a story. The teacher must hitch the new ideas to things the children already know. Then time should be allowed for listening to their stories that relate to the ones they are reading.

Good guiding questions help these children to project themselves into what they are reading and encourage them to think in their new language. Next comes the questions after the story to help them recall the sensory images of what they have seen in the pictures and have read from the words. Many times extra time and re-phrasing is necessary to get complete answers.

I found that listening activities must be stressed and taught all year round— not just at the beginning of the year. I have listed on the next page some of the ones I have used and others that I have read about.

1. Teacher claps a simple pattern with hands and asks a child to repeat it.
2. Tell a story and have the children color what has been told. Then re-tell the story and have them check their own listening.
3. Fold paper in 4 squares and draw the story in sequence.
4. Have a child re-tell the story on the flannel board or with a dramatization.
5. Memorize poetry or teach a song by rote.
6. Have the children close their eyes and listen to the sounds around them.
7. Use the game, "Simon Says".
8. Listen by following directions.
9. Listen to a record and do what the music says.

The migrant child needs much motivation for writing since practice at home is so limited. These skills should be taught in purposeful situations such as stories written by the class, a letter, booklets, and later on it can develop into a class newspaper. Individual instruction is essential for correct form and later in spacing and spelling. Each child should have recognition for growth in this skill.

Arithmetic in first grade usually follows a well-defined sequence, however, the child who moves looses this and falls behind because he lacks the basic skill. These children require extra help. Two groups are usually necessary to give adequate time to re-teach the basic skills at various times during the year. I give each child an envelop of disks to be counted, and colored squares with the numbers written on them. We use these in games and in instructional review.

All children like to take home things they have made in school. They enjoy art work and this provides a common activity which is helpful in group discussion and individual instruction with each. Each can express their ideas and reactions to these kinds of activities easily. It help make meaningful new words such as paint, paper mache, chalk, and string. Paper sack puppets, when used with a poem or after a particular story, enchances reading. Many things can be made from construction paper to beautify their homes such as flowers, pictures from all types of activity, finger painting and constructing things from egg cartons.

Dramatizing a story is fun and it is a help in checking comprehension, sequence as well as aiding in language development. You can have your children start out by dramatizing Nursery Rhymes and then when an appropriate holiday comes along such as Columbus Day or Thanksgiving, the children will be ready and familiar with this type of activity. Many stories make good dramatizing stories. The Three Billy Goats Gruff is excellent - has lots of immagination and yet simple.

Music including singing, rhythm bands, creative activities and games should be included in any program, but it is very necessary for the migrant child.

In this short paper I have tried to cover the most important things that would help me as a teacher of the migrant children. I hope each child feels a sense of friendliness and sincere interest in their education and progress. I have enjoyed teaching these children because they truly appreciate the little things you do for them and they love the things they make to take home.

I. Keller

ADAPTING THE CURRICULUM TO MIGRANT CHILD

The migrant child is in an unique position when he is placed in an above average ability-group, especially if this class is made up from a superior socio-economic group. He may or may not have latent abilities, and therefore it is the work of the teacher to revise and reconstruct her program to make a welcome place for the new-comer. This has been my problem for many years. Many of my students have parents who are teachers, lawyers, doctors, or business men within the community. This means that they have more cultural advantages than the child who moves with the crops and lives in whatever sort of home his family can find. This child can not, of course, accumulate many possessions. Of a necessity, few, if any magazines, books, trips to museums or zoos will be included in his experiences. He will be fortunate if he has health, and clothes to keep himself clean enough to overcome any ridicule that he may be subjected to by the more fortunate children.

The migrant child is entitled to, and should receive, as much sympathy and understanding as the normal and superior children in the room. He must be helped to develop his own personal integrity and individuality. He needs to be helped to adjust constructively and successfully to his school life situation which will tend to carry over into his life on the outside. At first he will rarely ever be able to meet all competition successfully.

In order to avoid and overcome his problems he must find constructive solutions to each problem he meets. He must be helped to show a healthy respect for his rights as an individual. In order to prepare him for his entrance into a group, we must realize that he will be more interested and take part sooner if we let him participate in all active classroom stiuations as unobstrusively as possible.

Word meanings and vocabulary development will come slowly and are best achieved through actual experience. This is often due to a language difficulty. Perhaps the child speaks only Spanish in his home and he must think in two languages.

The school presents innumerable opportunities for developing wholesome attitudes toward a variety of work experiences. There are dozens of things to be done in keeping the classroom neat and attractive, such as washing chalkboards, cleaning erasers, and dusting furniture. There are usually plants to water and an aquarium or science exhibit to care for. Groups of children will enjoy keeping bulletin boards up to date and eye-appealing.

Children can take part in many work activities throughout the school year. For example:

Cleaning cafeteria tables, and helping smaller children with trays and milk bottles not only affords responsibility but is often the means of making sure he gets a needed free lunch.

Caring for a flower or vegetable garden during the year is a worthwhile project.

Assisting in school sales of saving stamps, Christmas seals, and lunch tickets or selling supplies in the school store could be a part of a child's day.

Operating (after instruction) the moving-picture projector, electric record player, tape recorder or radie offers much responsibility.

Helping the office secretary answer the telephone, distribute materials, and run errands is a pleasure many look forward to.

It should never be forgotten that the main purpose of a work experience project is not to keep children busy, or to save the teacher time and effort. The whole idea is to develop in migrant and other children a feeling of responsibility for sharing the work burden, a desire to be a part of the group, and a sense of the dignity of all kinds of labor.

The project activity is a worth-while technique for the regular classroom teacher to use in trying to meet the needs of the migrant child and still allow optimum growth for the permanent and often superior child. Successful project activities make a classroom alive and interesting to children and are, in turn, made successful only by the interest of the children.

For instance, they might begin in the fall to study the seasons in their area. This becomes an outgoing activity in which they compare the seasons around the world and around the country with their own seasons. This involves a discussion of the world and the universe. Using plaster of Paris they might make a world map showing the Eastern and Western Hemispheres. Then the map is painted and a sun and and stars are put on it. Many a science question can be asked and answered in this area.

When winter comes it is a suitable time for a comparative study of the North and South Frigid Zones. The children can build model Laplander and Eskimo homes. The shadow box lends itself to this project in a very interesting manner. Some very attractive creations will come of the ideas brought forth by the children. A mural and a movie made on rollers is also something worth doing. These things will all vary according to the gaade level. I am using an intermediate grade as a standard for these suggestions but they could be adapted to any grade level.

Then could follow a three months' comparative study of equatorial lands. This unit offers vast freedom for individual abilities. Many activities are involved, such as painting, drawing, modeling with clay, making looms and weaving, using raffia, making bracelets, necklaces, belts, pins, and other designs.

Some of these activities should offer a place for every child to find something appropriate to his own interests and abilities. The teacher and children work together in gathering and using reference materials. Chart stories were made for all activities thus helping to develop a functional vocabulary. Many opportunities are offered for increased skills in reading and spelling. I, often, at my level, have the children make a book of creative writing including poems and essays and stories all with appropriate art compiled and kept up during the entire year.

These project activities allow the child room for growth at his own individual rate and yet they make it possible not to continuously disappoint the child who must move with the next crop. In a classroom which has a foundation of friendship and respect, this phase of education automatically takes care of itself as a result of friendly sympathy among the children. Every child acquires a habit of achievement and success at his own level of ability only in an atmosphere of security.

No child can learn everything that is offered during the year nor will he remember everything he has been offered but each will learn something and take it away to his new road stop.

ADJUSTMENT IN READING FOR THE MIGRANT CHILD

PRIMARY LEVEL

A good start in a new school means friends and friendliness, a chance to belong, and work one can do. These are what the child hopes to find and dreads not to find, on that first anxious day when he leaves the security of home for the strange new school. Learning cannot start until the child is relaxed and comfortable, ready to enter into the life of the school with zest and confidence. To migrant children distant goals are meaningless. Their rewards must be fast, certain and tangible. They are social and long to have friends just as other children.

Prepare the resident children for the coming of the migrants. Introduce the migrant child when he comes and radiate friendliness and welcome. Help them to fit right in to the class schedule. Keep interesting units and other things going all the time for all the children. A happy, comfortable atmosphere is conducive to easier adjustment. Give each new child a buddy who can show him where things are and explain new things to him and see that he is not left out of play activities.

The migrant child is often with us such a short while it is better to do a few things well rather than to attempt a full curricullum. In moving around from school to school there are gaps in their learning that need to be filled in. Find the child's academic needs in reading through conferences, observation, or specially prepared diagnostic sheets and exercises.

After diagnosing the needs provide at least some individual instruction. Have some time each day to work with individual children. Set the child share in group activities as much as possible. A "buddy" who understands the material well could be of great value. Take him where he is no matter how much behind. Flexible organization in small groups in getting the needed baxic skills should be a part of the classroom activities. The child would fit in one group. Review on some of the basic skills by the teacher that they have missed helps him to fit right in and bigin to make progress. Help the child to see the progress he is making. He needs praise and encouragement.

There are many ways to stimulate interest in helping the new children become adapted to the curriculum as well as keeping high interest for all the children.

The use of big charts with the children's stories or experiences in the child's own words is easier for them to read than books with strange settings and unfamaliar experiences. Experience records in the form of booklets and charts drawn from different subject areas, from the routine organization for living and working together and from school activities and functions is very interesting. Letting children illustrate charts or booklets drawn from their interest and experiences maintains high interest. In many situations children can record simple stories to their own booklets. These can be displayed to large charts.

Story problems involve reading as well as numbers. Develop original material based on current interests and experiences and adjust the reading to the level of performance.

Sometimes creative arts in reading help. Encourage migrant children (as well as others) to write about their experiences, dramatize original plays and interpret orally selections from stories. Reading is essential for all of this and provides good reason for wanting to read.

A slide box with children's stories creates high interest. Cut a large hole out of a box or old suitcase. Have knobs to turn a long sheet of paper with one scene after another. Mark off squares on the paper to fit the hole and write the story at the bottom leaving room at the top for the children to do the illustrating. Have many stories such as this that can be put in the slide box. Let two or more children read to each other from this.

Many materials can be developed from printed sources.

Collections of pictures--fruits, vegetables, animals, people, ways of traveling etc.- can be gathered by children and the teacher. Each child can be given a set of pictures. Then they can arrange pictures in certain categories or in a way to tell a story. The stories can be written and the pictures serve as the illustrations.

Cut up stories for special practice on reading skills is good. Select stories to represent independent reading level taken from discarded textbooks or library books and paste on cardboard. This is something special and interesting.

Booklets create interest in independent reading. Stories or articles giving reference information can be taken from children's magazines, used texts, or library books and bound into booklets with colored construction paper.

Worksheets relating to basic skills can be taken from workbooks, textbooks, and teachers manuals, or teacher made sheets and pasted on cardboard. Exercises on word comprehension, vocabulary development and reading comprehension are helpful.

Books in the room on all different levels and subjects fitting the needs and interests of all the children stimulate reading interest.

It is important for the teacher to be flexible in her approach. Without preparation or planning in advance, she should be able to place difficult concepts in a context the child will understand or make use of a piece of information a child may share.

When the migrant child leaves let it be with the feeling he has accomplished something and a warm spot in his heart for the room and the teacher where he was accepted and loved.

Written by Dorothy Nichols

LEARNING TO LISTEN
Primary Level

Listening skills of children can be improved through training and practice. Studies show that while in school, children spend over half their time in listening activities. We know too, the increased amount of out of school time, that children spend listening to radio, movies, and television. Studies show that most primary children spend about as much time watching T.V. as they do in school. It follows then that greater attention than ever before should be given to instruction and guidance in listening.

The child's physical condition, his social and economic background, the trips he has taken, his playtime experiences with other children, and his T.V. viewing, influence his ability to interpret what he sees and hears.

The teacher should first determine the least of the individual children's experiences and understandings by his own listening and observation. The teacher must never assume that any child understands all he hears, or even hears all that she says. She must take him as he is, and guide him to higher levels of listening, observing, and understanding. A warm friendly atmosphere between teacher and pupil will stimulate cooperative thinking and listening.

Listening involves certain courtesies. The way the teacher listens may have a bearing on how the children listen to others. The teacher and the children should make up some class rules for listening such as:

1. Look at the person who is talking.
2. Try to think about what he is saying.
3. Try to sit quietly.
4. Never interrupt, but be ready to answer if the need arises.

The children should be guided in their T.V. viewing by both parent and teacher. They may be told in advance of some coming good programs. The teacher might encourage discussions of the programs viewed by the children. Sometimes these discussions lead children to watch programs more worth whild. The teacher may be able to modify or extend the learning gained from their T.V. experiences.

Younger children may be encouraged to tell the class something they saw and heard on T.V. -- even to a new word. Some of these discussions may lead to dramatizations. A child who is too timid for "Show and Tell" will often come before the class and impersonate some character he has watched on T.V. The other children will be eager to identify the person so they may have their turn before the group. The presentation is done in terms of something they have seen and understood and it is a part of their experience as well.

Much of the child's listening time is spent in listening to directions. The teacher and parent should establish the habit of giving the directions just once. In school, the teacher might have to give the same direction three or four different ways so that all will understand, before she stops. If directions need to be repeated occasionally another child might repeat them.

Before attempting to give directions to the children the teacher must be sure she is very familiar with what she is trying to explain to them.

The material should be adapted to their level of understanding.

Never give more directions than can be assimilated at one time.

The teacher should always have the attention of all the children before she talks.

Before the teacher can hope to improve the children's listening skills she must first inspire the children to want to learn.

One way a primary teacher may interest her children is by the use of instructional games.

One game in listening for sequence could be started with one direction, and the directions could be increased in number and difficulty as the children progress in ability.

Example:

Hop on one foot to the desk.
Turn around and walk backwards to the door.
Next, knock three times.
Wave your right hand as you skip to your seat.

To listen with a purpose the teacher may ask the children to cover their eyes and guess what they hear. The teacher may then hit two pencils together, crush paper, jingle money, snap fingers, and the like.

Continuing with sounds, such as distinguishing the short vowel sound in pin, pen, pan, another game may be in order. The teacher may write the three words on the board. She will then turn her back to the board and ask some child to come up and point to one of the words. He must then say the word so clearly that she will be able to spell the right one. If he does, he may choose someone to pronounce the word to him.

Perhaps the best listening games are those that require group response. This holds the attention of everyone. The children may make the vowel letters a, e, i, o, u on individual cards so that each child has a set. They can make up games to play with them.

For example the teacher may say a word with a long vowel such as coat. Each child will pick up the vowel letter card he thinks he hears. He will then turn it so the teacher may see. If he thinks the vowel is short, he will hold it close to his chest, but if he thinks it is long, he will hold the card out in front of him. The teacher will continue with other words.

In school, children listen to obtain information, understanding and enjoyment. But we know they will listen more effectively when they can see and hear things worthy of listening.

Here are a variety of activities that may stimulate listening and observing in the classroom:

1. Listening games.
2. Morning news.
3. Discussions and conversations.
4. Sharing experiences.
5. Reading and hearing good literature: poems, stories, finger plays.
6. Audio-visual aids.
7. Pictures.
8. Puppets
9. Tape recorders.
10. Choral speaking
11. Programs
12. An interesting phonics program including word games, picture games, rhyming words.

13. Experience charts
14. Flannel board
15. Dramatizations
16. Lots of supplementary reading material
17. Use record player:
    - a. To listen for rhythmic patterns - march - skip - run.
    - b. For singing games such as Looby Loo, London Bridge.
    - c. For stories - Sleeping Beauty.
    - d. For pleasure while they paint or write.
    - e. To train them to listen to the best in music.
    - f. To listen for the calls in the square dance records.
    - g. For humor, such as in the Burl Ives records.

Ann Clarke

April 22, 1963

BE 522

Helen Olson

PHONICS

ME 522

Helen Olson

In order to read well and independently the child needs to know some of the basic skills of phonics. The method is not the important thing, since the migrant child may have had various methods. My object is not to tell you the things that should be taught. A good phonics book can tell you what to teach. I am going to endeavor to show you a few ways to reteach or re-inforce some of ways that phonics may be taught in an interesting method to make him want to learn these skills.

Short Vowel Sounds through associations.

A a	The goat makes this sound. aa-aa-	as in At
E e	The man who can't hear says, eh, eh	as in egg.
I i	Little mouse in a trap says, ĭh, ih, ih	as in it.
O o	When the nurse looks into your throat, she asks you to say ah, ah, ah ah,	as in on.
U u	The pig drinks out of his trough, says this uh, uh, uh, uh,	as in up.

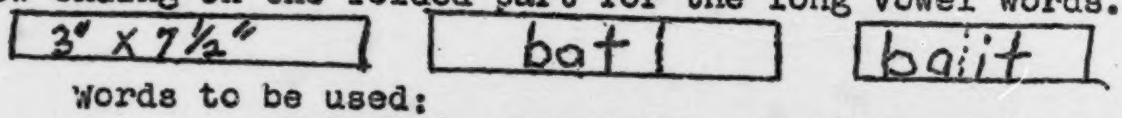
Vowel and Consonant Notebooks

One page for each letter. Cut pictures from magazines or draw pictures that begin with the sound.

Long A Ape
Short a ant etc.

Long and short vowels;

Cut tagboard in strips 3" by 7½". Fold back 2½" on the right side. Write the short vowel word on the left side so that the last consonant is covered when the folded paper is put down. Write the new ending on the folded part for the long vowel words.



Words to be used;
set-seat, pad-paid, bed-bead, rod-road, man-main,
bat-baid, pal-pail, ran-rain, lad-laid, pan-pain

Music

Tune "Are You Sleeping"

Closely listen, Closely listen
To this sound, to this sound
Hear the kettle steaming
Hear the kettle steaming
sss, sss, sss, sss,

Use the following for other verses;

Hear the top a humming- m m m.
Hear the clock a ticking--t-t-t.
Hear the mosquito singing-n-n-n.
Hear the frogs a croaking- g-g-g.
Hear the geese a hissing- th-th-th.
Hear the dog a panting- h-h-h.
Hear the cats a fighting- f-f-f.
Hear the tug boat steaming-p-p-p.
Hear the train a coming -ch-ch-ch.

= Another version using this same tune is the vowel song.

I'm the long sound, I'm the long sound
I say A, I say A
What is my short sound? What is my short Sound?
A a a, a a a,

Cards can be made with the vowels on them marked as short or long. One child can start the singing holding up the vowel to be used. All sing. Then the leader points to someone for the answer He holds up the correct short sound and is the next leader.

BE 522

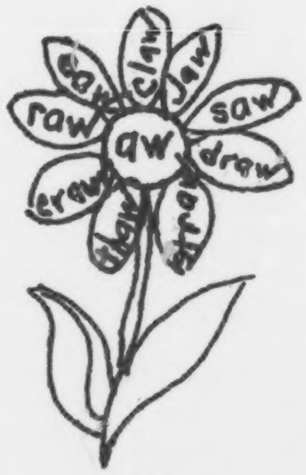
Helen Olson 3/

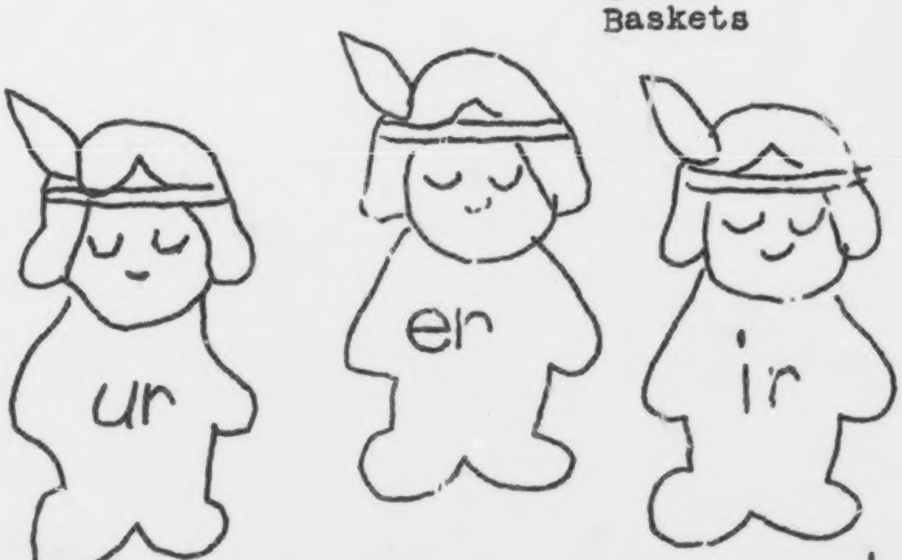
Bulletin Boards

Daily practice should consist of anything that will give the opportunity to mark words, repeat keys, put words together. Bulletin boards can be used to good advantage useing ideas of the month.

September; trees- colored leaves

October;	Ghosts Pumpkins Funny faces
November;	Turkeys Gourds Grapes
November; December;	Christmas decorations Reindeer Toys
January;	Snowflakes Snowman Jack Frost
February;	Valentine Cupids Arrows
March;	Shamrocks Rodeo
April;	Raindrops Easter eggs Bunnies Chicks
May;	Flowers Birds Baskets





Triplets - same sound

Then there are the twins (show pictures of twins)
Oi and oy are twins. They say exactly the same sound.

One likes to stay in the middle of the word. boil spoil join

The other likes to end the word. boy toy joy ahoy

BE 522

Helen Olson

Games

Space Ship Journey

The pilost begins the trip with a sentence usuing a called for consonant, such as "l". The passengers continue the story , usuing the same consonant. For example: "I am going to Detroit". "I will take a new dress". "My dog will go with me". New consonants may be substituted at the discretion of the pilot or players.

* * *

Camera

The teacher will need chalk and an eraser. Vary the difficulty of the vocabulary to fit the level of your group.

Explanation: The game we are going to play now is called camera. All of you weill shut your eyes while I write a word on the board. When I say "Click", you open your eyes and take a picture of the word on the board. You will need to take your pictures very quickly, because I will erase the word as soon as you open your eyes. Then I will call on someone to "develop his film" and tell me the word

* * *

Action Game

Use action games in which younger children must listen in order to follow the action described. For example: "Buffy Bear was walking (Children pretend to walk) in thewoods one day. He looked(shade Eyes). He stretched himself tall to reach some berries. He ate the berries etc.

* * *

A Climate for Becoming

What can the school do to make sure that children really have a chance to create the kind of structure that does not close them in, but can be built onto and extended?

Whatever we do in teaching depends upon what we think people are like. The purpose or aim for which we are striving, what we do, how we judge, experiments we will try, are based on what we believe about men and their capacities. Teachers, who truly believe children can learn, will try to teach them. Teachers, who believe it is useless to try to teach some child, will not expect their efforts to show any achievement for the child, and the child will find himself enclosed and limited at every turn. Experiences which tend to make a student unworthy, unimportant, unable, or unwanted are crippling. Only when the teacher sets his goal not on what the child is, but on what the child can become will he truly help that child in his process of becoming.

There are many methods of teaching; there may be no right approach but there many wrong ones. Perhaps more important than any method of teaching are certain basic attitudes on the part of the teacher. The classroom must become a place where exciting experiences of exploring and discovering meaning is the central activity. The teacher must be a person that is not the maker, director, or manipulator, but one who helps, assists the growing, living, dynamic organism that already is in the process of becoming. Teaching must be a process to help children explore and discover personal meaning of events. Just the provision of information will be insufficient. There must be an atmosphere, a climate, that makes exploration of meaning possible on one hand, and on the other there must be the availability and the encouragement of the active process of discovery.

Within each individual, there are perceptions, but they will not be brought forth unless the climate outside is safe for them. If there is danger of attack or ridicule in the classroom or anywhere else, these perceptions will not be presented. The classroom climate or atmosphere must be fundamentally accepting, if meanings are to be explored and changed. Usually the teacher sets the climate, because if the teacher accepts the students' perceptions, other students tend to accept them, too. Acceptance doesn't mean necessarily to agree to the validity of the perceptions, but it means that the student has right and privilege of holding and presenting his meanings. It is interaction with others that helps each one build his perceptions, his ideas. Ample time is needed for this type of discovery.

Learning is an individual, personal experience. Each child in the class must be given the opportunity to be a full member of the class. Each class member will have the opportunity to bring facts and information in planning and executing the activities. Such a program requires a teacher who is keenly sensitive to students- how students are and how things seem to them. There will be opportunity for self-expression, for each one to contribute to the activity or project. Some children, especially migrant or culturally deprived children, may have difficulty in expressing themselves in words alone. They do better when they are talking about things they actually have seen or done. Visual aids, as well as role acting, are very effective ways in improving their verbal expression. Role acting should be a springboard for discussion and thinking, not a substitute for it. Activities should be chosen to aid the child in the development of his visual and auditory senses. Fear of failure is a big roadblock to many children. Experiences should be developed so there is the opportunity to experience success, and to see how others contributed to the development of new meanings. If the classroom has the climate for learning, the child must experience success. The teacher will initiate her program by setting up situations in which the child can succeed. If there is a failure, it is accepted without judgment. Then the child can see a teacher as a person who will let him make a mistake, so he can afford to try. This teacher will see him as he is. The teacher knows that a present success is good for the child no matter what he has to put up with elsewhere. With such an experience, he will feel that what he does, matters, and he is someone who is important in his own right.

The class should be large enough so each student can measure his ideas against others', but small enough so he can express his thoughts. If possible, there is better opportunity to explore how people think and act if the class is made up of more than one socioeconomic or ethnic group. There should be enough homogeneity in the group to provide a feeling of belonging, so the individual can be free to express himself. A very slow child, always in a much faster class, may become very frustrated. Probably one of the most vital points for learning climate is continuity. The constant changing from six to eight classes a day doesn't give the child a feeling of confidence or trust. A classroom climate for acceptance should include these factors= a personal feeling of belonging, encouragement of self-revelation, awareness that each individual has something to contribute, encouragement to trust ones self, and the creation of the impression that difference is good and desirable.

Teachers can help children learn that work can be as satifying as play. Having learned to learn, a child under favorable conditions will exhibit continuing self-rewarding learning in which he can discover himself. Children need limits, but he , also, needs the opportunity to identify with good leaders, so he can develop his own capacities of self discipline. He needs areas of freedom for spontaneous discovery of the world. Then if they are to develop their resources fully, they must be allowed to these feelings and pursue their own ideas. For children who have experienced many failures, it may take a long time to restore self-confidence. There must be real successes, and every inch of progress calls for genuine praise; all comendations are not necessarily verbal, but praise is important. The child needs recognition for his own efforts. It may be difficult for some children to volunteer or to become involved in work or play, but once they are interested in the activity, they want to stay with it and dislike short, interrupted periods. Therefore scheduling of various activities requires sensitive planning according to the nature of the activity and the children to be involved. The school in which an administrator could say to a visitor that a certain grade is on a certain page in a certain book at this exact moment, doesn't fit into the classroom climate in which I'm discussing. A program is needed which will enable the teacher to meet the need of the children. It should be flexible and focused on the individual. The activities should be learning and enriching, which will build on the child's background, whether it be rich or limited.

Life is ever moving and ever becoming, so we in education must have a curriculum that will not build around the child a tight enclosure of just facts and commands, but we must provide such a climate that will aid him in finding himself and his relation to life, so he will continue in his growth of becoming.

Lucile Byars
Migrant Education

HELP HIM IMPROVE HIS SELF-CONCEPT

I would like to write about the problems of migrant people; not mainly from the point of view of their living conditions and surrounding areas, but from the point of view of what a teacher can do to begin to help these basic problems. My first year of teaching I was all fired up with beginner enthusiasm and felt I could do something. But my whole idea centered around information. I remember spending the best part of a day teaching a boy the steps of division. I worked mostly on that even to the point of neglecting other things; and at the end of the day I thought he had it all learned, and I felt pleased. The next day he came back and could not do the first step. For these many years though, I have only been substitute teaching, I have wondered "how are you going to do it?"

The main feeling I have acquired so far in this course is that the starting place must be on the child's self-concept. First we must show him we like him for himself; help him to like and fit in with the others and this will clear the way for him to feel better about himself and turn his attention toward learning. The biggest mistake is to let a child feel you do not like or approve of him because of himself --maybe you do not like something he has done, but try never to let him feel that it is him you do not like. If I am finding it hard to truly like a child, I shall try to remember to treat him with the respect that is due a fellow member of the human race. I believe anything that can be done to help in his getting along with other children will be an essential step in the right direction. Here we must try to help them understand that we are not all alike, but that we can still like each other, or that there are things about most every one to appreciate and like and make it easy for us to work together. The teacher has a primary responsibility for providing minority group children with status building experiences. I would like to build up a supply of resource material to help myself get ideas of ways to accomplish this. Even the tone of a teachers voice may be helpful in this goal. If a child is inclined to be absent often and is greeted upon returning to school by a cutting, "Well look who is here today", he is more likely to wish he had stayed home again. Better to say, "I am glad you are here. We missed you."

A way children may be helped to develop an improved self-concept is to provide small group work. This enables the teacher to set up opportunities for children of all kinds to work together. Through such experiences they learn that people who are different from themselves are worthy and therefore can be respected; that they are good and can therefore be liked. Out of such experiences youngsters find that differences of color, race, religion, social class and even ability, are never reasons for rejection.

Be alert for a chance to compliment a child; if not on some of his work, maybe his appearance. In the classroom, achievement and accomplishment need to be experienced frequently by every child. School must not become a place where children learn to fail. The teacher need not call a poor job good or accept it as satisfactory. Rather, help the child evaluate each job to determine its strength and weakness. Look together for ways to improve. Place the emphasis on improvement, striving for knowledge and growth.

Continuous achievement and accomplishment are essential for healthy personality growth. How to provide success experiences for all is a problem to the teacher. But try, for out of success comes a feeling of adequacy and worth, which in turn, provides the motivation for further effort. The teacher can not do this using the same test for every child. There were sample tests in many of the reading materials available to this class that could be a very big help in locating a child's working level. Then test his improvement for the determined level. Get away, if necessary, from complete dependence upon the use of the word symbol in reading and writing, which is the most difficult way to learn. Use direct and various learning experiences, out of which all children, bright and dull, can learn. Such learning experiences will involve children in planing for, carrying on, and evaluating of trips. Use films, recordings, collecting and exhibiting. Allow them to express what they have learned through construction, arts and crafts, music, and the dance, as well as in written and spoken words. Compliment the child who does a good job of washing the blackboard clean as well as the one who gets all his arithmetic examples right.

In addition to information, pupils need to develop skills which are sufficiently well-developed to be used effectively in our society. These are the skills of democratic practices and processes. One of these is the skill of planning which can be developed through many experiences in pupil teacher planning for classroom work, and when children work together in small groups. This will also help them to learn the skill of participation; which may also be developed in play groups. The skills of sharing can be built up by practice in telling about cultural traditions and holidays, and by lending ones toys, utensils and equipment.

Social skills need to be learned and may greatly help these children to feel more at home in the school. Learning to say, "I'm sorry", and "Thank you", in appropriate times. They may learn to ask for and give opinions, and to differ and accept differences without anger.

These skills must be learned by practice, not by reading about them. Practice should be provided in situations that are meaningful to the learner. These skills and more can not be classed as information, which is where most of the emphasis at school is placed. But if they can be developed they can help the child at school and in the world outside the school. Perhaps as the child becomes more apt in such skills, accepts himself for what he is and feels more at ease with the others at school, he will also become a better information learner.

Doris Rhodes
April 22, 1963
B.E. 522

THE MIGRANT CHILD

Educ. 522
Carol B. Anderson
Avondale, Arizona
April 22, 1963

THE FEELING OF NOT BELONGING: A PROBLEM OF THE MIGRANT CHILD

The problem of the migrant child is one of many aspects and may be interpreted in various ways. Perhaps the interpretation which first comes to mind is the problem or problems which the migrant child presents to the school, the community, and to society as a whole: for example, the fact that the child does not readily fit into the routine of the classroom, that he presents additional work for the teacher, that the family itself may become a financial burden to the community due to the inability of the parents to find work sufficient to meet its needs. However, one must consider the other side of the coin: the interpretation of the "problem of the migrant child" being the child's problem. It is this interpretation I wish to consider in this paper; more particularly, I would like to narrow the question down to the problem the migrant child has of feeling that he does not belong, or is not accepted by the group.

Not long ago a small Spanish American sixth grader came into the library to be "cleared", as she was leaving school. She had been attending our school for about four and one half months and seemed to be fairly happy although she was shy and did not mix too well with the other pupils. However, she seemed reluctant to leave and she remarked that she did not know where the family was moving; that her father had announced the evening before that they were moving and that she and her sister must check out at the school. During the months she had been attending school she had been absent at least one third, or possibly one half of the time. Her excuse was that she had to stay at home to "baby sit" with the younger members of the family while her mother worked in the fields.

Carol Anderson
Educ.
Avondale, Arizona

Such happenings are not unusual in our lower socio-economic group-that group we speak of as being culturally deprived and consisting largely of migrant peoples. Is it any wonder that a child in this group feels insecure and unaccepted by the school and the children he meets there? Perhaps he may live in one community six weeks, perhaps six months; in some cases families settle in a community where the father may find various jobs that will allow them to subsist for a year or two before they feel they must move on to other fields. In practically all cases, however, there is always the feeling of "not belonging to the group", of being financially insecure and not knowing from day to day or week to week whether the parents will be employed so that they can stay in that particular community.

While surveys have shown that permanent children in a school generally are friendly to and inclined to accept these migrant children, even looking forward to the coming of the migrants each year, still the migrants themselves do not always feel accepted. Because they do not fit in readily with the social experiences of the permanent children, because they are usually retarded and consequently put in classes with children who are younger than they, there is a feeling of not truly belonging. It is only natural for the child who hears his fellow classmates discuss common experiences such as the Sunday School class they belong to, or the Boy Scout activities they have participated in, or the operetta they were in the year before, to feel left out. The other children may not be consciously cruel or unfeeling but they are creating an atmosphere of group togetherness that it is not possible for the migrant to feel a part of or to even be able to discuss. Even though a friendly atmosphere exists there is too wide a difference in the home situations, the everyday experiences and the social backgrounds of migrant and permanent children. The migrant child more often than not comes from a family which does not speak English in the home, or in which the parents are very poorly educated. What he hears discussed at home has no relationship to his school life. Parents may have a desire for the children to better themselves and may feel that any education the child can get will help him but the whole atmosphere in the home reflects a mistrust or non-understanding of the culture of the group which dominates our educational system. Although many of these migrant people were born in the United States they still speak little English thus creating the language problem for their children. For the most part Spanish American people, especially, are strong family people. Within the family the grandparents, parents and children live amicably and do not mix with outsiders as readily as our average middle class permanent American family. The migrant child has less outside interests and he may feel a stronger loyalty to his family than the permanent middle class child does; this factor may prohibit his sharing readily in the conversation and activities of the other children. Typical of the parents is a lack of basic education and knowledge of modern community living. They lack training or skill to obtain employment in other than agricultural fields. They desire to improve the lot of their children and feel education may be the answer but lack of financial means tends to lessen the desire. They show an unability to communicate with school people and often feel unaccepted by the community. This feeling is passed on to the children so that often a migrant child on entering a new school feels strange, aprehensive and even distrustful. Their language difficulties, their sporadit attendance and their moving from school to school foster the distrust rather than lessening it as they may feel the teacher resents the extra work required to fit them into the program of the class, and unless they are definitely gregarious type children they dislike the constant effort they must put forth to build up acquaintanceships or friendships in each new school, and tend to retire into themselves. Constant frustrations and feelings of inferiority may make him shy, or even sullen, and he may adopt the attitude of not caring or even of hopelessness.

The school personnel may help solve the chil's problem by meeting him more than halfway, trying to put forth an extra effort to make him feel welcome. Perhaps a plan of introducing him to the class, explaining to the others that he is a newcomer with experiences from other parts of the country that will add to the class knowledge of geography or social studies, will help to make him feel he can contribute something to the group. The fact that many of these children, if allowed to remain in one community long enough, often excel in athletics, does much to build up their confidence and the school may praise the child for the effort he puts forth in athletics as well as in classroom activities. So many of our learning situations are based on experiences unfamiliar to these children that particular attention is needed to put each newcomer in a receptive mood. He feels overwhelmed and frustrated because of the strangeness and his inability to keep up with the rest of the class so the teacher must work especially hard to help him overcome that feeling of frustration. If she finds it impossible to bring him up to the level of the class she must at least try to have the other children welcome and accept him and give him a feeling that he is making some progress so that he will not finally succumb to frustration and despair and give up any hope he has of becoming educated and accepted in the community. A true welcome to the class, a little praise for effort put forth or for some small contribution the child may make in merely telling of some of his experiences in other communities, a suggestion of a book which may delight him and become a friend he will find in other schools, may do much to help him feel that he belongs.

LACK OF COMMUNITY INTEREST IN PROBLEMS OF THE MIGRANT

How many communities have actively investigated the many problems faced by the migrant peoples who contribute so greatly to the economic support of that community with their "farm labor"? Knowing that most crops with a harvesting period of less than four weeks duration can only supply limited employment, the workers then moving on to other areas, would not provide any felt need for the acceptance of the migrant's problems. Why worry, the problems of the migrant of today are passed on to the next community tomorrow.

Communities are not even awakened to the needs of the migrant by disastrous events, unless they are of such great scope as flood, freeze, or crop failure; and only then because the disaster areas are publicized as a great economic loss to the growers, not the plight of the homeless, and now jobless migrant.

According to the Bulletin of 1959 of the National Advisory Committee on Farm Labor about three million workers are employed annually on American farms. Two million of these workers are employed twenty-five days or more. About one million of these are full time farm workers, and approximately two million are part time, seasonal, and migratory workers. However, Congress has given more attention to the count and care of migratory birds than it has to migratory peoples.

There were only two states in 1957 which did not use migrant farm labor. Most of the migrant people are fruit and vegetable workers, but the single crop in which the largest numbers of seasonal workers are used is still cotton.

The people making up the migrant flow are mostly minority groups. Many are Negroes, others are citizens of Mexican descent, some Puerto Ricans, and a growing percentage are Anglo Americans, who have followed the crops since "dust bowl" days, which would be about three decades. This last trend is causing some concern throughout the United States; the apparent growing numbers of migrant families who are second and third generation of farm workers, who are unable or unconcerned about changing their socio-economic place in the nation and the community.

Even though some are concerned over his plight, the migrant today faces a hostile world. Machines have taken over much of the hand labor that was the work of the migrant. He faces a time when his type of labor is not needed. Many of these families have settled in the "fringe areas" of cities and towns. Even though employment is scarce, welfare, medical assistance and other aids may be had if the family can remain in one place long enough to satisfy residence requirements. They tend to settle in neighborhoods of their own ethnic groups. These newcomers are just one step from migrancy. If upstanding citizens in other parts of the city are aware of the influx of these new neighbors, they worry more over the depreciation of their own property than the needs of others. Residents wonder why these groups can't band together and help themselves. This could be true, but usually a member of a "poor minority" who finally makes some progress in life immediately leaves the area, or raises his status. Consequently, the uneducated, unskilled, unemployable people are left with no valuable leaders. People in other areas of the city are blind to these problems, many have never been in some poverty ridden parts of their city. The only time they think of the poor is at

Christmas, and then the recipients of their generosity must be "deserving". These "do-gooders" mean well, but the migrant or disadvantaged person soon learns how to give "expected answers" to their many questions, and will often manage to outwit the do-gooder.

One of the most astounding ways in which the nation exhibits a lack of interest in the migrant people is the lack of legislation concerning them in their peculiar area of farm employment. Specifically, the areas are minimum wage, workman's compensation, state residence laws which block an individual migrant's assistance, housing, transportation, education, health, and unemployment. Undoubtedly more would be done for the migrant, and/or untrained person if he understood the right of man to be heard, but the migrant very rarely even votes. In most states he does not qualify for registration. Consequently very few Legislators or Congressmen care to become embroiled in helping a group who can't be much help to them, especially when large farm groups, state, and local governments, lobby to keep farm salaries down, and national assistance at a minimum.

During the thirties when we were in the middle of an economic depression, strong measures were undertaken to stabilize our economy. For industry there was the Reconstruction Finance Corporation, for banking institutions there was mortgage and deposit insurance, for agriculture there was a system of price supports, production controls etc., for labor there was old age survivor's insurance and unemployment insurance. While we were busy safeguarding the business man, the banker, the farmer, and the organized laborer, one group was excluded — the farm worker. At this time agriculture regarded itself as different, and therefore, excused from responsibility to its workers.

Agriculture successfully hoodwinked supporters of reform legislation in the thirties, and kept itself excluded from the Fair Labor Standards Act, and the National Labor Relations Board.

The problems of farm labor are its extreme seasonality, the impersonal relations between employer and employee, the lack of protection afforded by the crew leader, and too much piece rate method of payment which permits indiscriminate use of labor. The workers who follow the crops are a disadvantaged group. Not only is the work seasonal, but fluctuates by reason of climate and weather. If migrants are employed for half of the year they are doing better than average. Their wages are low, housing conditions are very often primitive, with lack of sanitation facilities, transportation is hazardous, and they are employed in an area having one of the highest accident frequencies and mortality rates.

Small towns and farming communities are usually anti-union, and a transient populace is hard to organize, consequently unions have not been very successful in organizing agricultural workers. The farm workers are not steadily employed, and are usually divided into different races and speak different languages. A few unions do exist, but in more than one instance, when there has been threat of a strike, braceros have been brought from across the border to work for less. Some states pass laws which make it impossible to organize. South Dakota, for example, has three laws which (1) prevents any agent from entering any ranch, farm, feed yard, shearing plant, or other agricultural premise for the purpose of collecting dues, or to solicit membership in any union, (2) Picketing agricultural premises is prohibited, (3) Boycott is prohibited. Even though unions attempting to organize have met with obstacles, they continue to try to reach the "harvester", and in some cases they are succeeding.

Many communities show lack of interest and understanding of the migrant in schools. In all too many schools the migrant child is tolerated, ignored, or actually discriminated against. The harried teacher thinks she has no time to determine the wants and needs of the transient child. Too often administrators and school boards do no planning for the influx of children during the harvest period. The deprived child may come to school, or he may not, he may learn a little or nothing. In too many instances nobody seems to care. The main alibi seems to be, "Oh well, they couldn't learn much anyway." According to non-verbal intelligence tests about as many high IQ's are found among the disadvantaged as the advantaged. Consequently many communities are guilty of indifference and neglect.

Having been indoctrinated in the belief that all men are equal and have equal opportunities the average community doesn't like to admit to the presence of class distinction in American life. Communities shy away from discussion and action pertaining to unacceptable social and economic facts. Communities attempt token aid which is often offered with a contemptuous or patronizing attitude. We fail to understand these migrant people, and their problems, simply because we haven't respected them enough to believe them worthy of our study, our attention, and possible solutions.

Bernhardt Anderson

HEALTH PROBLEMS

# of the

MIGRANT PEOPLE

Chima Judy

According to Dr. Benjamin Spock--when traveling with a baby or small child, prepare bottles of sterilized milk ahead of time. When it is time to go, place bottles in a pail and pack in all the ice that the pail will hold. If you are going to be traveling for several days, talk it over with your doctor. For the mothers who travel with the crops, this advice is fantastic. They have no doctor, they have no ice, they ride in a crowded truck, they quiet their baby with Pepsi-Cola. They have to travel with their babies in order to live, so they do.

When they finally reach the camp where the crew leader has contracted for work, they are faced with the worst possible living conditions. For instance, one family was taken to a camp called "Willow Brook". It had a pretty name but that was as far as it went. There were three long wooden shacks. Each shack had a row of doors opening into a square. The doorsills were a good foot from the ground and there were no steps. Beside every was a window. There were no screens. Here and there stood trash cans spilling over with rubbish, waiting to be hauled away. None of the cans had lids, and it looked and smelled like the accumulation of several days. In each corner of the square was one slender pipe with a water faucet.

In California a Mexican boy, F. C., 12 months old, was admitted to a hospital. Diagnosis: iron deficiency anemia; pneumococcal meningitis; diarrhea. A tent provided F. C., his parents, and his seven brothers and sisters with one room, nine by twelve; a dirt floor strewn with garbage and refuse; two beds in which slept the family of ten; two stoves (one butane, one kerosene); no window; and a heavy population of flies. The camp consisted of E. C.'s tent and three others; one substandard trailer; one dwelling made of wooden fruit trays; three water spigots; one wooden privy, full and nailed shut, but open to flies; and three chemical toilets for the eighty residents.

The state of California has housing and sanitary regulations applicable to migrant-farm-labor camps, with a penalty for violations. When th medical task force discovered E. C., the camp at Mountain View had been operating for two months without the knowledge of the health department.

Working in half a dozen states in the course of a season, means no continuity of either health records or health services. Often a migrant, in need of medical care, has no means of transportation, or no money to pay for services. Because of their transient life, they are not in one locality long enough to extablish residence, hence they are not eligible for public welfare. All states except New York and Hawaii, have residency laws ranging from 1 to 5 years.

Poor nutrition and lack of daily care are the biggest contributing factors to the poor health of the migrants. Keeping clean is difficult in camp situations. Bathing and toilet facilities are public, and there is seldom running water in the cabins. Pediculosis, impetigo, and other diseases that flourish under these conditions are prevalent. There is urgent need for instruction in the areas of dental health, nutrition, cleanliness, care of eyes, rest, and safety.

Teachers are finding many ways through classroom experiences and class room instruction, to bring much needed practical information to the migrant children, and through them, to their families. For some children, living becomes better with each school experience which helps them know about good health and safety practices, about better nutrition and child care and all the other practical problems of home and family living. Teaching children they must have a warm bath every day is wasted instruction if water for baths must be carried in buckets from a faucet 500 yards away, to be heated in tubs on top of the stove and there are 10 children to bathe in a one room cabin. But teaching them to take sponge baths might bring results.

In spite of all the frustrations, there is a positive side to the health picture. Patient and consistent encouragement on the part of the federal Public Health Service and the Children's Bureau is bearing fruit.

Some states are extending immunization services to migrants. Some are naming specialists to be responsible for information and consultation on migrant health problems. In a few cases, nurses are scheduling regular visits to migrant camps.

A staggering aspect of migrant health services is how to get them paid for; migrant earnings obviously can cover only the most routine. Various experiments have been tried in a number of states without conspicuous success. The President's Committee has worked with consultants from three national insurance organizations toward a pilot program for year-round family coverage for migrant people.

Today the work of Protestant groups in migrant camps is known as the Migrant Ministry. Nationally it is administered from the Division of Home Missions of the National Council of Churches. It receives support from some twenty denominations.

Rev. Harold B. Lundgren of the Arizona Migrant Ministry has done a tremendous amount of work in helping the migrant workers all over our state. He has not only talked tirelessly to convince community residents that migrants could fit into their pattern of living, but he has obtained volunteer workers and much needed financial assistance from civic groups in various communities. However, Rev. Lundgren feels that in 10 years or so the work of the Migrant Ministry will no longer be needed, as such. Due to mechanization, the ranks of the migrant army have been sharply cut. This slowing down has been noticed in other parts of the United States as well as Arizona.

In the meantime, there is much to be done to alleviate the unbearable conditions still existing today. We must recognize the right of every child to play, to be educated, to have good health, to be loved, to have a happy family life. This heritage is from God and it must not be denied to any child.

HEALTH PROBLEMS OF THE MIGRANTS

--H. C. Roosen

Health is one of the major problems of the migrants. The clinic or the doctor are considered a luxury with too many migrants who have learned to do without. Then, too, the Spanish as well as the Negro migrants are not frightened by sickness. They deal with it themselves with their own home remedies. Some white doctors have frustrated them by treating them after all of their white patients have been treated. As if the doctor's concern centers about whether his service will be paid for while the patient believes he receives medical service as long as his money holds out.

There are cultural blocks that stand in the way of health services.... medical personnel may not understand migrant behavior. The clinic gives directions to a Spanish migrant. They listen attentively and answer to mean they will carefully carry out the instructions. It often means that they did not fully understand. Then, too, it may be that it is very difficult to take a spoonful of medicine in a half-glass of water every two hours while working a ten-hour day in the tomato field. It is unthinkable for them to be so rude in the clinic to tell them that such instructions would be rather difficult to carry out.

Those who come in direct contact with the health of the migrant occasionally remarks that their health is not so bad as you might expect to be among people of such miserable income and hazardous living conditions. These persons do not fully realize that migrants don't usually consider themselves sick as long as they can manage to get around. Further, a migrant who is too sick just doesn't migrate. Also, there is a strong possibility that many of these children develop a natural immunity to many germs.

The migrant mother who works long hours in fields has little time, is often ignorant, or lacks money to be overly concerned about children's chronic head colds, skin eruptions and infant diarrhea. Babies are always like this so they just cope with the problem the best way that one can.

Infant mortality is the highest among migrants. Only the hardy or the tough can survive with this type of people.

A year-old Spanish child was brought to a clinic because of diarrhea and vomiting for a week. This child had hed no immunizations, had thin, sunken eyes, poor skin color, and deep breathing. His condition was diagnozed as anemia, meningitis and diarrhea due to pathogenic coli. This is a good example of how little concerned the migrants are of serious conditions.

Another children's health problem in Florida is that of sores caused by their playing in muck-grown vegetables. These "Florida sores" burn the skin and cause the sores to fester.

When polio shots were being given, some migrant children got one shot, some got two, while a few got all three. There is reason to believe that some children receive a variety of shots several times over, and certainly a great many never got any at all.

Many migrants are not in a single location long enough to receive treatment. If parents realized that treatment is possible then many deformities could be corrected. It is possible to correct clubfootedness for a two-year-old in six months of weekly treatments. If the child is four when these treatments begin then it requires eight months for this correction. A health agency would need a guarantee that the child will be available for this time before treatment can begin.

Dental defects of one type or another still loom in the health of children and adults. About three-fourths of the children and adults need dental aid for cavities, abscesses and pyorrhea. On Friday of this week a sixth-grade migrant girl in my class said that she had pyorrhea. The only dental treatment available in the Surprise and El Mirage communities is for extractions.

Wherever Spanish laborers are located there is a high rate of tuberculosis cases and deaths. After a careful study of the diets of the typical Mexican family, it was concluded that little could be done to curb tuberculosis until economic conditions permit them to spend more money for food. In the Saginaw, Michigan, county tuberculosis hospital twenty-five per cent of the patients are Mexican migrants.

In some areas especially negro migrants there is a very high per cent of venereal diseases. Too much of this treatment is supplied by quacks, healers, and Indian doctors. Again it is difficult to maintain continuity of treatment for these diseases unless health service actually follows the migrant from area to area.

How can the migrant's health be anything but what it is when he lives in tumbled-down shacks, barns, or chicken coops? Because there were no screens the flies and mosquitoes become almost unbearable. Because of the lack of bathing facilities coupled with sanitation being almost non-existant makes this mode of living most dangerous.

Many common communicable diseases could be prevented if immunization were possible. When migrants work in a half-dozen states in a season no health records nor an extended health program can reach them. Only a few states extend this immunization program to migrants. These states schedule regular visits to the camps.

Very few migrants are covered by health insurance. About ten per cent of the migrant laborers in the state of Wisconsin are protected by this insurance provided by the employers. A committee chosen by our president is working on a program for year-round family health insurance for migrants. This would be a great aid to one of the major problems of the migrant.

The Federal government should have many hospitals for migrants just as the Department of Interior provides hospitals for the American Indians. The Federal Security Administration has established a few of these hospitals for migratory workers. One of these is located in Fresno, California. However, this service reaches very few people.

States should also provide such needed health service. In 1960, The California Department of Public Health recommended that state funds be made available to those counties desiring to develop field clinics. This would allow migrants to use hospital beds at county expense, to provide transportation to clinics, and to improve sanitation in camps and in the fields. Thus far this plan has only been recommended. Furthermore, California is also exploring a prepaid health plan for migrant workers similar to the plan required by law for foreign workers.

To say that the use of migratory labor in Arizona creates a health problem is to indulge in understatement. As an illustration of the problem a father, mother, and three children were hitchhiking back to Oklahoma from our state's cotton fields. They stopped for the night beside the road. During the night a baby was born out on the cold wet ground. The Agricultural Workers' Health and Medical Association spends sixteen thousand dollars a month to provide medical treatment for the migrants. This fact alone should indicate what the health problems are among the migratory workers of Arizona. The total sum expended by the government for the health services is merely an additional subsidy to the cotton industry -- one more social cost involved in the use of migratory labor in an industrialized agricultural economy.

THE MIGRANT AND HIS HEALTH PROBLEMS

Who is the Migrant and why is his health problems so different from the majority of people in the lower socio-economic level?

Agricultural migrancy is made up of people who have certain characteristics not common to other groups of people. They are the bottom of the status groups in social and economic attributes. They do the hardest work, receive the lowest pay, have the least education and job security. The continuous and numerous failures experienced in life causes them to assume a "don't care" attitude. A total lack of planning and lack of purpose, which we may not be able to understand, makes them appear to be satisfied and adjust to their conditions rather than fighting for a change. They are unorganized as a group, lack leadership, show a negativism about making decisions and engender community resentment. The aspects of normal family living, family relationships, stable income, voting privileges, health and welfare available to the masses of people, to the migrant is non-existent. They may be classed as a minority within a minority who have a culture which does not invite imitiation. Such human degradation in the migrants living and working conditions has been slow to change for the better over a period of years.

Consider the crowded and unsanitary living conditions in camps, tents, and houses without heat, lights, and water, dirt floors and no bathroom facilities. Migrant-farm-labor camps or ditch bank camps with one water spigot that serves several families and wooden privies or perhaps chemical toilets that serve a large number of people are common sights in agricultural areas. Besides these physical items with which the Migrant lives, he does not have available to him health facilities for which we take for granted, such as public and private health agencies, sanitation services, dental care, medical care, hospitalization, clinics, and immunizations.

It has been stated that professional persons, teachers, welfare workers, ministers and police who come in contact with the Migrant ocassionally remark that migrant health is not as bad as they would expect it to be under the living conditions which are common to the Migrant. Certain explanations have been set forth: (1) Migrant people do not think of themselves as sick as long as they can get along. (2) The ones who are too sick to get around don't move. (3) There is a possibility that the children develop a natural immunity to germs. (4) There is a high incidence of infant mortality, and only the tough survive. Medical reports have made two observations not presently backed by research about migrant health. First, mental illness is not prominent among the Migrant. Their crowded living does invite emotional disturbances, but their children are not put under pressures common to middle class youngsters to conform and excel. The migrant child's parents are more passive and tend to accept life as they find it and do not put excessive pressures on their children. Second, migrant mothers regard certain children conditions as normal, head colds, skin eruptions, and diarrhea. Babies are always that way, their noses run, their skin is broken out and the parents will care for them the best way they can.

Prevalent ills among Migrants are the same ills that affect other groups in the population, but to a larger degree. Dental defects, abnormalities, impetigo and a variety of other skin troubles, the nutritional type of anemia, scurvy, pellegra, rickets, asthma, intestional parasites, dysentary, diarrhea, orthepedic defects, congential heart conditions, vision and hearing defects. Among Migrants who consider themselves well, Doctors have found hypertension, heart disease, diabetes and abdominal tumors. In a study by the U. S. Public Health Service in eight counties including Maricopa and Pinal the results showed the disease rate of migrant labor areas as compared with nearby urban areas. In all areas studied, the proportion of illness and disease was far greater with the migratory worker. For example, based on the rate of 100,000 population the results showed amebic dysentary and whooping cough were four times more prevalent in the migratory camps. Bacillary dysentary was fifty times more. Infant mortality per thousand live births was 23.7 in urban areas as compared to 64.4 in the migratory groups.

In addition to difficulties encountered for the Migrant to have help in finding and using of health services, there is a lack of health service available to him. He has the added problem of no legal residence status and because of this he is denied various forms of health and welfare services. His need qualifies him for service, but laws declare him ineligible. He is a resident of no where. The residence requirements vary from state to state with a range from one to five years. The problem is further aggravated by state and local welfare units waving regulations in dire emergencies, but to the Migrant the emergency is often chronic. Agencies also may be understaffed, unaware of the problem, uninterested or may be non-existent. Then too, cultural blocks stand in the way of organized health services. Doctors and nurses may not understand the Migrant behavior. The Migrant has learned to deal with his illness and to do without the service of the doctor, using instead his own home remedies.

The Public Health Service and the Childrens Bureau have made inroads into the problem of migrant health in several ways. Some states are extending immunization service to Migrants and others are naming specialists to be responsible for information and consultation of migrant health problems. Nurses in some areas are scheduling regular visits to migrant camps. The President's Committee is working with consultants with three national insurance organizations toward a pilot program for year around family coverage for migrant people.

Gradually some states are applying sanitation regulations for migrant camps. Special migrant clinics, public and private are not general but some of them do exist. One such organization had its beginning under the sponsorship of a denominational agency, the Council of Women for Home Missions. Its identity was surrendered in a series of agencies mergers and today the work of Protestant groups in migrant camps is known as the Migrant Ministry. It receives its support from twenty denominations in thirty-four states councils of churches and councils of Church women. From its minute beginning in the East following World War I it spread slowly across the United States and by 1924 day camps were established at Salem and Hood River Valley in Oregon. Two years later in cooperation with the health and education department in California the first nurse went into the Imperial Valley to work with the Mexican cotton pickers. By 1930 the Migrant Ministry was working in fifteen states, not relieving all the ills of migrancy for the migrants, but demonstrating that something could be done.

Arizona Migrant director, Harold Lundgren, reported the health needs to many groups and in one instance a Phoenix organization gave him $1500 to help in his mission. He bought a second hand trailer converted it into a mobile clinic, enlisted the services of a retired Doctor, a volunteer nurse and housewives who gave him what time they could to get this project underway. This mobile clinic attempts to stay three or four weeks in one location to give service and help to the migrants.

Because the Migrant Ministry is a national organization and has worked with migrant people in the camps where the migrant lives they have become a resource for public agencies and a liaison between health and welfare personel and migrant people. They give medical help to the Migrant, interpret information, encourage them to send their children to school and help solve many other problems which confront the Migrant.

They mobilize community resources and attempt to change the attitudes of the community from one of indifference to one of acceptance.

Through the work of the Migrant Ministry in the thirty-four states it is estimated that it aids 150,000 migrant people through child-care centers, mother's clubs, recreation, English and literacy classes, religious services and vocational training. The Migrant Ministry had its fortieth anniversary in 1960, during which time, through additional drives for funds, forty mobile units were purchased. These "Harvesters" were station wagon equipped with record players, film projectors, sewing machines, recreational equipment, and first aid equipment. The first year the units travelled a hundred thousand miles to help the Migrant with some of his immediate needs.

And so the Migrant travels from state to state, works less than one half of the year for a wage, according to the Sharecroppers Fund, of barely $1,000 per person harvesting crops so that we may set a better table. The lack of a feeling of belongingness to a community, pressures from the enviornment, resignation, a sense of being trapped, poor wages, poor housing, lack of education and skill, they do the only thing that they can do--work with their hands harvesting the crops. Their problems, including their health problems, seem unsurmountable. They are outside of organized labor, held down under organized farming and unprotected by adequate labor legislation.

Federal, State and local governments are aware of the situation and some legislation has been enacted, but there needs to be a great deal more. Credit is due many groups such as the Public Health Service, Childrens Bureau, Presidents Committee on Migratory labor, churches, local orgganizations, and the people representatives who have contributed funds and voluntary services, but a larger amount is due to organizations such as the Migrant Ministry who for so many years has recognized the need and has attempted to do something about it with their limited funds and personnel.

Viola Ramsey

Ralph Billingsley

Migrant Housing and Sanitation

I think most of us in this class got a pretty good idea of the diploriable conditions that the migrant workers are forced to live in. As bad as the housing that we saw was, it is greatly improved over the last ten or fifteen years. The main reason for the conditions that we saw on our little trips, and in the United States as a whole is, the grower wants to house as many migrants as cheaply as possible. Also they only stay for a few weeks and move on, and adequate housing costs so much that without federal help it is almost impossible for growers to remedy the condition.

The first step in solving the housing and sanitation problems in states using migratory labor is to encourage to develope and put into effect housing and sanitation codes using as a guide the sugested standards for labor camps for migrant agricultural workers put out by the Presidents Committee on Migratory Labor. Housing and Sanitation codes should be mandatory with provision for inspection of camps. But first the grower should be educated and given a period to conform to the codes.

When the grower has difficulty in meeting these standards, the idea of centralized housing should be investigated. The growers, workers, and all interested parties should be consulted before the codes are standardized. The codes should also be printed in simple, easy to read language.

Each locality should make its own study of the local problem to determine the future of its particular needs. They must also determine whether or not it would be feasible to construct proper housing in the community. The county agents growers organizations, Farm Bureaus, have plans for construction of housing that the grower could obtain, and then get bids in order to have some idea of what it would cost. Then if the grower can't finance the building, he could get assistance from the United States government, which he is allowed to pay back over a long period of time.

When the camps are built, they should be managed and maintained jointly by the grower and migrant workers. In each camp a migrant worker should be appointed and paid to enforce the camp's sanitary and maintenance codes. There should also be a committee made up of people living in the camps to help decide on the rules of the camps.

Most of these people have lived in such hovels so long that they probably wouldn't know how to take care of a decent place, but they could be taught to in a short time.

The camps should be under the Presidents Committee should provide a simple guide to the migratory worker so as to get him to become responsible for the proper use of the camps. Also the Federal Extension Service, local schools, Public Health Nurses and other local organizations provide training in homemaking, child care residents of the camp.

All studies on the migrant show that proper housing has a direct bearing on the welfare of the worker and his family. Also housing effects the workers ability to produce and be an efficent part of the work force of the United States.

Even tho the migrant worker has never had a decent place to live doesn't mean that he doesn't want to live in a nice clean place. Where adequate housing is available the grower has no trouble in getting good workers to return year after year. So the grower that is having trouble maintaining a good work force might improve his housing conditions and solve his problems.

The paper that was passed out written by Cyrus Karraker "Task for a Peace Corps" might be the solution for getting a force of Volenter Workers to work for the improvement of the migrant. According to this paper there is aproxiamately 2 million migrants in the United States, of this number there is 150,000 children under twelve years old.

Through the years many organizations have attemped to do something about the problem of housing and sanitation of the migrants, but as yet little has been acomplished. The Peace Corps could do much to help the lacal organizations in doing something for the migrant.

Some of us rember the C.C.C. camps and the amount of work accomplished by them. If such a coups was turned loose in a migratory camp to clean it up and to build new and sanitary camps. I think it could be accomplished much quicker than to wait and see what congress will do. Of course the Peace Corps idea would have to be backed and created by congress.

As it is now, most camps mearly pribide protection from the elements and only seerve as a shelter with very little thought given to sanitation. No wonder the death rate among children and babies is so high, among the migrants.

-7.85

THE
GENERAL MUSIC PROGRAM
AND
HOW IT AFFECTS THE MIGRANT CHILD

by:

Cleo B. Coor

Avondale, Arizona

April 22, 1963

Education: 522

Instructor: Mr. Neil Sherman

THE GENERAL MUSIC PROGRAM AND HOW IT AFFECTS THE MIGRANT CHILD

In our general music program we try to enrich the lives of children through the participation in the classroom music, chorus and band. Included in these three areas are: singing songs, listening to both recorded and 'live' music, playing instruments, and responding rhythmically to music through expressive bodily movement, always keeping in mind a creative approach, using and understanding musical notation, and relating music to other classroom subjects.

We do not expect every child to become a concert singer or player. As a matter of fact a very small minority will become professional musicians or music educators, however most children like to sing, be they migrant or permanent. There are a few, who, for one reason or another won't sing. Some of the reasons that a few children will not participate in this activity are shyness, changing voice, lack of understanding in following a musical line or, in a few cases, indifferance.

The migrant child might be among those not wanting to sing. A teacher must be alert to the reason why a child doesn't take part in the singing activity. If it is shyness which is holding the child back, perhaps just the spark from the other children will soon take care of this impediment. If not, the teacher might speak to the child privately. If it is a changing voice, care must be used. By explaining voice change to the entire class, and warning young boys in the sixth, seventh and eighth grades that they must not strain their voices by trying to sing out of range, but sing the notes that are comfortable and leave the remaining ones alone temporarily, this step can usually be hurdled. When a migrant child comes into the music class for the first time the teacher should listen to discover the voice range and make suggestions accordingly. The young boy whose voice is changing is very self-conscious and must be handled gently.

If a child doesn't know how to follow a music line--many migrant children do not--it is most effective to have a 'neighbor' show the uninformed child what to do while the class is singing the song. As to a child who is indifferent , well------------The only thing seems to be that the teacher must exert every effort to make things fun and interesting.

It is good to teach many kinds of songs in one class period, especially in a school where there are migrant children. For if you don't do a variety in each class period the migrant child might be gone and unable to have many singing experiences.

It is good to present the fine religious songs of our culture that have come to us through the ages. They have come all the way from the Hebrews since before the birth of Christ down to our present time. Included in this group are the Negro Spirituals and hymns of our own America. It is good to give the background of any song. The religious song contains fertile ground for history. It is also good to compare our religious songs to those of other religions, including those of primitive peoples. Sometimes children can compose little songs of their own. This applies regardless of what type song we are studying at the moment. Perhaps in singing songs about our Creator, the migrant child will feel the stability and assurance that he is a child of God wherever he goes, just as patriotic songs give him a feeling of belonging to a great nation, regardless of the state where he might be living.

There are songs which make referance to states or are actually state songs which instill a pride of having been a part of that state.

Here we can take advantage of the travel of migrant children by asking questions concerning states in which they have been working. A latent curiosity might be aroused so they can make keener observations as they travel.

Since many migrants in our school are Spanish speaking, I like to use Spanish songs from time to time. I have a little collection of Spanish folk songs, also Christmas Carols,"Old McDonald" and other songs translated into Spanish. All the children like these. Let the Spanish speaking children help out when the teacher bogs down in mispronunciations. What a feeling of importance and usefulness!

There are many folk songs from both our own country and other countries as well, that are mostly gay, frivolous and nonsensical, and fun. They strike at the heart of the times and locations represented. These are excellent songs for singing while riding in a car or bus. Ginn & Co. has published two books that are particularly good for the 'singing in the car' type of thing. One is called Partner Songs and the other one is called More Partner Songs. They combine such songs as "I've Been Working On the Railroad" with "B-I-N-G-O". One group sings one song and another group sings the other all at the same time. They are hilarious to sing! Just imagine what fun kids can have singing these songs as they ride merrily down the road toward the next town!

Understanding melody, harmony, rhythm and form in music are important and satisfying to the pupil. The pupil who comes to school all year, year in and year out may become quite proficient in all four areas. Even the migrant child who stays six months in the same school might begin to reach some degree of proficiency in these basic techniques. But the child who stays for 3 or 4 months or less is not likely to retain much technical knowledge. This should not keep him from enjoying singing by rote.

The use of tone bells and rhythm instruments while singing songs are most effective. A child can play any one of these immediately with a little help from the teacher. The sparkle in a child' eyes is worth the extra time for instruction.

To round out the singing program we have a chorus for each grade level beginning with grade four. Many migrant children are in our choruses even though the choruses are both elective and selective. The children participate in the operettas that are given by the chorus and drama departments, to say nothing of the several programs during the year for members of the music department. These programs help to give the children a feeling of responsibility as well as one of accomplishment. I have known of parents to postpone moving to another job in another town or state in order that their children could be in a public program. Migrant children are usually able to take care of making their own costumes. In the few instances that they haven't been able to furnish their own the school has been able to give assistance through a special fund contributed by the P T A for this purpose.

Most of this has dealt with singing because that is what we do more than anything else in music classes. However, a good music program includes rhythmic activities such as folk dancing, square dancing, marching, bouncing balloons to music. Every child is a part of the group and enjoys participating in these activities. Many times these are just the icebreakers needed for a migrant child, expecially a new one.

Another activity that is important is listening to records and attending youth concerts to hear live orchestras. For many migrant children the attendance at a youth concert is a new and exciting experience.

Migrant children are able to take part in the band right along with the permanent children. They are given the larger instruments, such as bass horns which are not allowed to be taken home and are easy to learn to play in a shorter length of time. Many of them are musically inclined and learn to play quite well before time to move to the next school. Let us hope that there is a chance for him to carry on with his musical activities wherever he goes.

While some migrant children are not able to stay long enough to learn all the songs, or all the dances or all the records or even one complete dance or become thoroughly acquainted with one complete composition, or learn how to play an instrument well, the joy of having been a participant in the various musical activities has been his or hers for at least a short time. Maybe he will recognize some portion of a melody that he has heard in a music class and feel once again the warm glow of a good story or chuckle over a musical joke.

Sometimes children write stories about music they hear, sometimes they draw pictures depicting the stories the composer tells in his music. Perhaps as they look at these they will remember the fun they had in a music class.

Some migrant children stay long enough to receive chorus and band awards and to attend the swimming parties given for the choruses and bands at the end of the year. Many of them have attended a real live concert for the first time.

In some small measure we hope that our music program will enrich the lives of migrant children and all children who participate in it.

PRACTICAL HOME ECONOMICS
FOR CULTURALLY DEPRIVED GIRLS

Mollie Belcher

Several years ago I read an article from a local newspaper concerning the teaching of Home Economics to migrant girls. Part of its message has remained in my mind quite clearly. The author stated that every home economics room in an area where there are migrants should contain a wood stove, a treadle sewing machine, and a washtub and scrubboard. Perhaps this is so, but if the purpose of education is to help students better their lives, this seems to me to be an unrealistic approach. Should the English Department advocate the use of broken, ungrammatical English because this is what the child hears at home? Should a guidance department condone beatings and immoral conduct because the child lives with these things? I think not. However, I do certainly agree that there are some changes that could be made to make the home economics department a vital part of these girls' education.

An oft-repeated story tells of a new teacher who requested her class to plan a menu that could be used at home. As the children scratched diligently along, one unusually quiet girl doodled and looked uncomfortable. When the papers came in, this child's paper had one word ;on it; "Beans." The teacher scolded, pleaded, and threatened, but the child gave no response. Finally the teacher decided to take the child home after school and speak to the mother about the problem. When she arrived at the home, she found a tumble-down, one-room shack. In its center sat a small wood stove. Covering its entire surface was a pot of beans. The child had lived in this shanty all her life. The teacher learned a valuable lesson.

The home economics department in a school where there are migrant girls should be practical ; with a capital P. The word "economics" in this department's name should be taken quite literally, and all unit plans should be evaluated on that principle, not once, but several times.

The teacher should plan short units on the many parts of the home economics program, and not leave anything out to be covered next year. During any year she should work on grooming, child care, first aid, dating problems, care of the things you own, and economical meal plans, along with the old mainstays cooking and sewing. If the school policy permits it, she is a logical person to teach a unit on sex education.

These "culturally deprived" girls cannot be reached easily by any "future" plans, but the home economics program is custom make to fit the problem of NOW. If a teacher is careful to keep this in mind, she can be invaluable in the girls' physical and moral development.

Probably one unit that could be taught twice each year is grooming. At least, it should be referred to and discussed often. These girls need to be convinced first that cleanliness is the most important part of good grooming. Granted, it is most difficult for them to bathe and wash and iron, but it can be done. No girl in the sixth grade or beyondshould find it impossible to bathe and keep her own clothing clean. It takes little comparison and evaluation to show them that no hairdo is attractive if hair is dirty. In some areas, beauticians from beauty colleges come to wash and arrange becoming hair styles for all the girls. Make up should be discussed and the proper way to use it should be demonstrated.

It is especially important to avoid any criticism of the habits the girls m ay have. Many of them have been taught by mothers and other relatives who look exactly like the "Don't" posters. However, if a girl can be made attractive and then asked to compare her own before and after pictures and charts, she will quickly catch on. The new popularity and interest she will receive makes good grooming important to to her from then on.

Clothes and their selection is another field that these girls need help in. If they can be shown that some materials wear better--not just told--they will be convinced. If they see pretty, inexpensive cotton dresses, they will be interested. If they try to wash and iron a lace and taffeta party dress, or find out how much it would cost to have it cleaned, they will become more and more practical. Take them on a prearranged tour of some dress shops. Visit a cleaning establishment. Do some washing and ironing. Go through pattern books and magazines. And watch for opportunities to compliment every single girl!

By the time the girls are readyto make a dress, it should be easy to lead them into a practical and pretty choice. Make sure that what they choose is simple. Nothing discourages faster than failure. Be sure to compare costs from time to time. A teacher who sews for herself can be quite impressive if she doesn't mind discussing costs. Let the girls guess how much they think a certain dress cost. Then when they learn it can be made for at least ½ of the ready-made price, they will begin to see the light.

Food preparation can always be very practical. Fudge, cocoa, and cheese sandwiches have their places, but how about making Master Mix, which is sold by trade names like Bisquick or Jiffy. Compare costs. Use it to make cake, cookies, biscuits, pancakes, and muffins. Study and try ways to prepare vegetables and fruit so as to save vitamins. Introduce new foods. Spend time discussing foods that affect looks--calories, greasy foods, etc. One good assignment is to send them to the grocery store with a limited sum of money, and ask them to "purchase" a week's supply of food.

In the field of child care, these girls can be hit in the pocketbook. If they can earn a little money doing a good job of baby sitting, they'll learn. If they just hear about hypthetical babies in pictures, all the things they need to know will go over their heads and out the window. Organizing a baby sitters' league has long seemed a good idea to me. They'll make money now and be better mothers later.

It seems to me that anything we can do to give these girls more confidence and head them toward becoming better wives and mothers, the more nearly we will have achieved our goals. Practical Home Economics can do this--if it remains practical.

INTEGRATION OF MIGRANT CHILDREN WITH RESIDENT CHILDREN THROUGH TEAM TEACHING

As a teacher I believe that every child (mine or in a group) is entitled to the best we have to give regardless of their situation, mentality or personality.

Childhood is not necessarily the happiest time of life; many of these children have to face situations that an adult would find it difficult to meet and they have, as yet, no philosophy of life.

As a teacher or a leader of these children from migrant families, we must realize that to understand their culture or cultures, we will need to break through the "pane of glass" which separates us. This may reveal a picture; but prevemts living contact. The actual contact will produce not only understanding, but also change. The first step is the understanding that "all men are created equal", thus these children are equally as gifted as our permanent residents. The second step is to test that understanding in cooperative action for common goals. Every day of their lives migrant boys and girls are aware of the difference between themselves and permanent members of their classroom. They feel they are on the outside, and therefore, have a feeling of insecurity.

Preparing resident children for the migrant children is the teacher's responsibility. One way to do this is to hold a class discussion about being friendly and helpful to newcomers, lead the children into wanting new members in their class.

When the new child arrives, welcome him or her by having a seat up close to the front of the room. Give them supplies so that the child feels as if he were a member of the group. Assign a

"Buddy" (boy or girl) to help the newcomer get acquainted with the room, the total school plant and the other children. The very first of the morning opening plan should be that of introducing the new class member to the entire class (this is best done by the teacher). We must remember that all students are essentially the same. Given the same opportunities, the Spanish-American, Anglo-American or the Negro youngster will succeed equally as well. Always, a teacher must accept children where they are in the acquisition of basic concepts and skills.

In this exploding community of a mobile population, there are children with very broad differences of background and experience. We are exploring the possibility of team teaching for the purpose of serving our migrant children more effectively. This experiment is being conducted to determine the number of non-English speaking (fast becoming Bi-Lingual) children who can be taught in an integrated classroom.

This class setting is slightly unique for it is made up of children residing in two different places and with opposite type of backgrounds. Part of these children are products of an enriched environment - with adequate economic security and cultural opportunities, while some of these children have lived all their lives in an impoverished area, As products of their deprived environment, they are culturally, socially, educationally and economically poor - by our standards.

This plan of team teaching is the simple combining of two classrooms and the efforts of two teachers. The pattern is that both teachers get together for planning and conducting the total program of the entire enrollment of both classes. Care has been taken not to departmentalize (that is you take my phonetics and I'll take your Arithmetic). There are many models of team teaching. They range from the simple combining of two classrooms to very elaborate designs involving many classes. Team teaching has come to have a rather specialized meaning in the schools of today. Actually team teaching is an arrangement that provides for two or more teachers to work with a large group of children. These people must have abilities and skills that complement each other, to take over the responsibility for directing the learning process and experience of a group of children. Together the yokefellow teachers take care of planning each lesson, developing appropriate methods and materials, and teaching the entire group of students. In order to carry on this simple two teacher type of team teaching, the teachers need a classroom side by side with a moveable partition between the two classrooms or doors between the rooms. The teachers who wish to work together as a team are then placed side by side in adjoining rooms separated by the partitions. The 50 to 55 children who would normally have been divided into two separate classrooms become a single self-contained group taught by two teachers. The total group divided and redivided each day into sections or groups of varying sizes. Sometimes one group will be of six or seven youngsters working on a project, while the larger group is at work on another activity. At times the entire two-classroom population will be taught as a whole.

We have found that if you teach these children directly and in a highly organized way, they will learn better and faster than by a traditional method. They will do this only if the teaching is consistent with what is known about the nature of learning.

Each teacher recognizes her own home room children but both teachers work with all the children and come to know them all well. One of the advantages of this plan is homogenity. It is possible to secure more precise groupings of children without shifting from class to class. All groups stay fluid and occur within the confines of this large self-contained class group or room. There is must less waste of time. One teacher is able to give her full concentration on the instruction of a group, while the other teacher works with the remaining pupils on various activities that are in progress.

Another astonishing facet is that teachers find they get to know the children better than in a self-contained classroom. The reason is that they have more time to observe the children at work, while not being personally involved and then to compare observations with their team teacher. This we feel would avoid the dangerous procedure of teaching subject matter and not children.

This regrouping of students during the day provides for individual differences in rates of learning. Team teaching permits the flexibility needed when working with a mobile school population. Children need to identify with a group and develop relationship with other children. A pattern should place greater emphasis on the child and his group than on any other facet of the educational enterprise. Remembering this, two periods a day are planned for home room activities.

These team teachers always remember that the school should be one place where every one of these children feels wanted, where the insecure can find a degree of security, where their confidences are never betrayed, and where all can look for help in the largest item we must stress in teaching the migrant child.

Never lose faith in the power of education and the potential of all children.

Agness M. Hollingshead
BE 522

THE MIGRANT CHILD

for

Instructor - Mr. Sherman

College of Education
Arizona State University
Tempe, Arizona

by

Charles Lorenz
Avondale Elementary School #1
Avondale, Arizona

April 22, 1963

ADJUSTMENT OF THE MIGRANT CHILD THROUGH DRAMA

During the past twelve years I have owned and lived on a small cotton ranch which borders "Easy Acres" in Avondale. For the most part "Easy Acres" has been a low rental area which has attracted the migrant families.

The topography of approximately 10 acres of my ranch is irregular. The plot is mostly low rolling desert hills which rises from an old wash perhaps a thousand feet long.

Since, during this period I haven't had any special use for this part of the ranch, especially, the north five acres, I have permitted these migrant children to play there.

I have observed from my patio many phases of the history of mankind re-enacted - from the lowly cave dwellers to the astranauts.

It is because of these observations that I have selected this title for my paper.

I will attempt to answer the following questions in this paper.

1. What is dramatic play?
2. When should dramatic play start - at what age level?
3. In what forms might dramatic play be expressed?
4. Where can the materials be obtained?
5. What guide should a teacher follow to child development of play in the intermediate grades?
6. What is the value of dramatic play - especially for the migrant child?

Dramatic play is not an additional subject to the over-worked curriculum, but merely a different approach to the curriculum. In reality it is pure and simple creativity.

Dramatic play is a child's expressive interpretation of another person's or animal's experience. To the very small child this play is real. The child feels he is the person or animal in which he is portraying. (Imaginative play is a reaction that comes naturally; it doesn't have to be taught.)

Even the pre-school child will indulge in these imaginative experiences if they are not ridiculed. These creative experiences as far as the school is concerned should be interwoven throughout the curriculum from the kindergarten through the college level. This is the continuous unfoldingness of the individual in his reality.

It, naturally, follows as the youngster grows he realizes that he is pretending to someone other than himself.

Dramatic play is the school may take on various forms. The most common form is informal play particularly at primary level. In the upper levels it may assume a more formal aspect of play which is best done with the necessary props, costuming, scenery and dialogue in script form.

In the primary grades the children may draw cut-out characters they wish to portray and place them on sticks as puppets. These could be used to dramatize a story. Each child manipulating one figure.

Marionettes perhaps would be more suitable for the upper grade level. Because they are more difficult to handle.

Pantomine is interpretation through bodily action only. It is particularly valuable for children who are timid,as it relieves them of the necessity of speaking before the group until they have gained some confidence. It is excellent in developing bodily expression. Shadow acting is another form of this in which the children's shadows are thrown on a screen by a strong background light. There may be a story-telling or description of the play by one child as it is given.

The teachers' guide to child play development especially in the intermediate grades should incorporate the following suggestions.

1. The children should have enough background of information and story interest.
2. They should feel free to go ahead.
3. Introduce new elements into the subject.
4. See that the spirit which fosters creative thinking is present.
5. Organization among the children is important as well as the discussion at the general trend of the play.
6. The teacher should see that the children have the necessary details and required knowledge for their play.

The materials for the play maybe anything in the curriculum in which children are sufficiently interested to want to play it. Any incident or topic may call forth spontaneous play for a few minutes. This type is more likely to occur in the primary levels, but not necessarily so.

Stories have always been the main source of the plays. As the children become very familiar with a story, they often want to experience it themselves in play. In this free interpretation they live the characters' lives and occasionally improvise incidents consistent with those in the story.

The units of work often centered around a social-studies problem have been excellent sources of play.

Dramatic play has many values. Primarily, it is a source of developing and expressing the emotions legitmately. For the most part, The Migrant Child has been exposed to freedom of development and expression in his home and in his immediate group which is not always legitimate according to the thinking in the upper stratifications of our culture.

Dramatic play serves as a basis for the child's organizing his experiences in light of his own image. It is an opportunity for the migrant child to evaluate his own character development with those characters he assumes. As he feels himself to be first this one and then that, he has experience with a wide variety of feelings. Pupils are imaginatively living through the various experiences of the characters they are playing. It is second in value to actually living them. Organization and interpretations in light of his understanding furnish a basis for corrections of his ideas and attitudes where needed and also a vital motivating factor for further growth.

Team Teaching---Animate and Inanimate

The question before teachers today is not to decide whether or not programmed instruction will be used in the classroom. The question which must be answered is, "How will it be used?" As a teacher of low socio-economic, low IQ, and migrant children I would like to use programmed instruction as a method for team teaching. I feel it would give me more time for the truly pleasant-relationships of teacher-pupil, better able to determine pupil's needs and to compensate to some extent for adverse conditions a youngster may experience in his out-of-school environment.

In my opinion schooling includes two separate and distinct elements: training and education. Training is skill-getting. Education is skill-using. I feel the teaching machine or programmed instruction will help the teacher solve some of the problems of training for the basic skills. A good teacher tries to make sure that every child understands every step along the way---but this is practically an impossible task with two dozen or more children in tow. And in a classroom children usually get information in fairly large, hard-to-digest chunks. This reduces their chances to participate actively in the learning process and to know that they are understanding what is being taught. How much better if each child can proceed at his own rate, in small steps, responding at every step and knowing immediately that he is right ! Programmed instruction (self-instructional devices) might be thought of as an automatic tutor which presents the learner with a series of problems, each requiring some appropriate action on his part. These devices are designed primarily to present information. They may, however, prove to especially econvenient for drill, some remedial work and individual instruction. Also the teacher's time will be saved for the important work of being a learning consultant and/or a curriculum planner, locating needed knowledge and consultant in evaluating learnings for each pupil.

Programmed instruction or the more technological term; teaching machine, is the systematization of a teaching procedure. It is good to have these techniques brought to our attention again. These programs are not really using "new" methods of teaching. For years teachers have used various kinds of workbooks, flash cards, and the rural one-room school teacher used many of these techniques.

Sill-getting is an internal, active and a completely individual thing. It is not a matter of listening. It is a matter of doing something--of behaving. Programmed instruction does diminish the passive listening plight of the reader. It requires some dialogue between the printed word and its beholder. The program is a highly redundant communication. This enables a student to be correct most of the time as he learns a subject. This may eliminate the discouragement which leads to students feeling that they have a mental block. The learner first meets the skill; learns what it is, what it does. Next he engages in practice, or the attempt to perform the skill himself. For remedial work the programmed instruction needs to be in very small steps. This will take longer but will reinforce the slow learner. For drill work the program could be in larger steps. These programs for drill and remedial work could be used while other work is taking place. The students find a sense of satisfaction in mastering facts and skills.

For individualized instruction there will need to be a multiple of instructional levels to meet the childs learning ability. By individualizing instruction in the basic skills pupils many times learn better and faster. But it is necessary to provide situations in which each child may start where he is and move ahead as fast and as far as his learning rate and capacity will let him.

The programs will give pupils; responsibility for his own learning, the learning opportunity of being responsible for correcting his own work, and the enjoyment of knowing how they're doing. The self-teaching techniques could relieve the teacher: to study the needs of individual children, to prepare lessons, to search for more effective and efficient methods of teaching, and to enrich the curriculum.

I see no danger that the school will reduce itself to a fact-dispensary, with machines in rows like gasoline pumps. Attitudes, reasoning powers, and creative responses will remain important in the minds of educators and parents. The school does have a great deal of factual material to teach and many definite skills to be developed. It is surely possible to prepare standard programs that will be as effective as the lessons a typical teacher might personally prepare. The best hope is that these programs will free the teacher to help the pupil develop intuition and judgment by adventurous problem-solving.

Marjorie Robison

EDUCATION WORKSHOP - BE522

EDUCATION OF THE MIGRANT CHILD

ADAPTING THE KINDERGARTEN PROGRAM FOR THE MIGRANT CHILD

1963

Neil Sherman, Instructor By Gatewood Butler

Adapting the Kindergarten Program
For the Migrant Child

The less formal and more relaxed climate of a kindergarten classroom offers great opportunity for helping the migrant child make a good adjustment to his first school experience. The special needs of the migrant child which I feel can specifically be met in the kindergarten area are: (1) To receive a warm welcome and a chance to belong to the group; (2) Social and language development; (3) Help in home and family living problems, including health, safety, etc.

To meet the first need of the migrant child, a warm welcome, the new child is first introduced to the group by the teacher, giving his name, state he came from and school previously attended. This is followed by a verbal welcome to our class. A member of the class is chosen to be the new child's helper and guide. His responsibility being to show him around the room, pointing out restroom, coatroom, fountain, areas where toys and materials are kept and explaining classroom activities. This responsibility is carried over to the playground at recess time, including rules of safe play.

The activity type program of the kindergarten with all children taking part, either individually or in a group, will soon give the new child a true sense of belonging. The child is never forced to take part in these activities if at first he prefers to watch, but is included if he desires to participate. The conversation period or "show and tell" time gives the migrant child an opportunity to share his travel experiences and his special interests. This helps them to feel at home and realize that they have interesting and valuable contributions to make to the group.

Much of the regular kindergarten program is planned around the social and language development of the child and these two areas are very important in teaching the migrant child. The kindergarten child should be ready to learn some of the ways in which the individual becomes an acceptable member of a social group. Kindergarten stresses the child's responsibility for himself and his behavior. The school offers a fine opportunity for the child to learn to take his place in a group. He learns to work and play well with others by sharing, taking turns, giving and accepting help when it is needed, developing self-control, developing ability to both offer and follow wholesome leadership and by learning the fundamentals of courtesy. These are important to development of all five year olds but especially so to the migrant child whose preschool experiences have been very limited.

Sharing time has an important place in the language development program. The general interests of most five year olds are similar but their personal experiences make them differ with each child. By sharing these experiences with the group their general knowledge is increased and their interests broadened, giving them a better background for future learning experiences. Sharing time also helps the child to learn to express himself in such a way that others will understand and develops the habit of listening when others talk.

The Spanish-speaking child needs special help in language area. The kindergarten year is the best possible time to learn English since it is a year when all children, from both English-speaking and Spanish-speaking homes, are working on general language development. English will be learned in an English speaking kindergarten, whether there is any special planning or not. However there are practices which will help make this learning most effective.

If there is more than one kindergarten make effort to distribute the Spanish-speaking children so that they may have as much English-speaking company as possible. Arrange the membership of work and play groups within the class so that English is the language spoken as often as possible. Speak Spanish when a child cannot understand you any other way but remember that his need to speak and understand English is the motive which will make him learn it. Teach the English words and expressions at the time the child needs them. Limit the number of words and expressions you try to teach the child. Select only a few to work on during a day or a week. Teach English incidentally, in personal contact, during a work-play period or sometimes when whole group is together. Make many opportunities for talking periods with the whole class. Their value to Spanish-speaking children will be largely in listening and learning meanings. These periods should be kept short as the attention span for talk one doesn't fully understand is very limited. These practices will help in the story periods: (1) Use flannel board characters as you tell story; (2) Use puppets; (3) Show pictures in large, brightly illustrated books; (4) Draw as you tell the story; (5) Tell stories with refrains and let the children join in.

Poems and songs with vocabulary children know should be used. Talk about the meaning and show meaning with gestures. Try to interest an older child in family in talking English with kindergartener at home. Explain how much it will help the child to get practice outside school.

Living problems have unusual importance for the migrant boys and girls. They need help with health practices, guides to safe living under camp conditions and ways to make their homes more comfortable. Family life education begins in the kindergarten. The play house area forms a setting for many such learning experiences. It is set up as a one room home, which is familiar to the migrants and serves as a bridge between home and school. The furniture and equipment should be simple, like the children might know about and the follow-up discussions after play period can be made realistic. The dolls of the playhouse should include Mexican and Negro as well as Anglo, and there should be as many as can be since many of these children never have dolls at home.

Health and safety should be emphasized in every possible way; in materials selected for the playhouse, in pictures on bulletin boards, in planned discussions before and after work period and in original group stories. The special safety and health needs known to exist in migrant camp should be stressed. Some of these are: Fire hazards in the home, precautions against burns, borken glass in yard, playing in dumps, drinking safe water and protecting smaller children of family. Children should have a chance to actually see and carry on many health and grooming activities that the teacher is not sure they understand.

We should avoid a stereo-type family life since these children live in homes which are not average. We should emphasize the fact that people have many different kinds of houses, eat different kinds of food and do different kinds of work. Home should be emphasized as a place where children belong and where people who are close to one another live together.

If these needs of the migrant child are met on the kindergarten level he should have a good foundation for satisfactory school experiences in the future.

II. Problems Migrant People Face: Dropouts!

Dropouts do not just happen, in the teen-age years! They are conceived in infancy and nurtured throughout childhood.

The problem of school dropouts has become one of national concern in our "Space-age" culture of today. The majority of dropouts are within a certain ethnic group - the culturally and economically deprived.

Migrant children fall into this catagory, and dropouts are prevelant within this group. In a 1960 study of a group of migrant workers in Colorado, it was found that nearly 3/4 of the parents had not progressed beyond elementary school and very few of the others had completed a high school education.

Migrant children often develop an anti-school attitude after 10 years of age, mainly because of their retardation. This has been contributed, primarily, to the fact that the educational achievement of these children is only half of what it should be; due to their constant moving. Another contributing factor is Economic pressure. Our laws state, a child cannot work until he is 16 yr. of age, during school hours. But - often a child is kept home to baby-sit while the older members of the family work in the field, or they work after school hours and on week-ends. Many of the parents with a limited education are unconcerned with the childs need for schooling. They are more concerned with the economic help the child can contribute to the family. Also, the sooner the child can become economically independent, the easier it is on the rest of the family.

"Careers For Youth", a Phoenix organization dealing with the underprivileged and culturally deprived child, believes that school dropouts are directly linked to Economy. All of the reasons and excuses are results of the economic depravity of the home. They found that in some poverty-stricken areas, 85% of the youngsters do not finish high school. Mr. Choate, head of "Careers For Youth", stated: "Many of them, having grown up in poverty, have no understanding at all of what constitutes normal middle-class living - of the rudimentary things that we take for granted. Many of them have never eaten off plates, or used forks and knives. Things like indoor plumbing, a quiet room in which to study, a bicycle ride to the library, are sompletely strange to them. They never met a lawyer or engineer or any other people whom they could admire for their achievements. Would they be likely to think of becoming a lawyer or engineer?" Mr. Choate feels they need inspiration - something to aspire to. They need to think there's a chance for them to have something more in life than their fathers and grandfathers have had. They need to be able to hope. But, before you can hope to have something, you must know what there is to be had. Many of these children simply do not know! This same problem exists with the children of migrant workers.

The summer programs, in Colorado, for migrant children are ungraded and were found to be a successful method of helping these children progress. There have been other schools in the United States that have used "The Lincoln Program" or varied forms of it. This is a program of ungraded remedial type work in grades 7-9 for bi-lingual children. A system originated in St. Joseph, Mo., of departmentalized teaching in the elementary grades has been attempted in various forms in schools teaching the culturally-deprived child. But these programs have been isolated, experimental, and usually, not followed through in the following grades. Sometimes the teachers themselves are not too enthusiastic about the program, because of lack of training and/or lack of understanding. This factor alone can determine the success or failure of such an attempt. Some of these "different" ideas have been considered successful to a degree in the areas where they were used, but not universally accepted.

We do know, a child who is two or more years retarded and economically poor is very likely to quit school before receiving a high school diploma. Through the joint efforts of the Federal Government and their tribes, some of the southwest Indian children not only complete a high school education, but often continue with some form of higher education, in spite of age-grade retardation. These children are relieved of the financial pressures felt by other culturally deprived children. They are not only furnished the books and supplies needed, but do not have to worry about decent clothing, adequate food, and a quiet place to study.

Retardation often begins with the first grade because we have specific standards to be met, not considering the lack of general cultural knowlege of some of the children. We often assume too much. As they progress through the grades, they get farther behind and more resentful towards school. Constant or even frequent failures tend to discourage any person from trying again. By the time they reach upper elementary grades, their attitudes toward school have been pretty well established. Only some radical method of teaching or a very understanding and helpful person can break through the wall of indifference of antagonism to formal schooling.

Many teachers and administrators have an unconscious prejudice against a dirty, undernourished, and perhaps a bi-lingual child. We will tell them to "clean up"- shaming them - instead of teaching that it feels better, as well as looks nicer to be clean. There are homes where it is impossible to "clean-up". Yet, we reject him as he is, instead of , perhaps, offering him the opportunity to wash at school. This is a small item, but could be a deciding factor as to whether or not this child will complete at least 12 years of schooling. Another habit these children often acquire, is the use of what our middle-class society calls foul language. Do we just say, "This is Bad!"- and punish? This type of speech is possibly an intregal part of the childs home-life. As bad as we may consider it, it is still all he has. I once read that it is impossible to change a behavior without replacing it with another behavior as easily attainable, and as acceptable. To condemn a person, or ~~away~~ a way of life, without understanding it, is prejudice in its purest form.

As educators, we must remember that we are attempting to teach not only with varying degrees of ability, but often with backgrounds that inhibit them in reaching the standardized goals we have set up for our public schools.

by: Wilma S. Hawks
El Mirage

HOMEWORK AND THE MIGRANT

What is considered a migrant child, and what can the the school do to help him?

I was confronted with this problem when a boy in my fifth grade explained why he could not do his homework assignment. He told me he didn't have that book at home-- they had only two books there, and that they don't take a newspaper, either.

I realized with a slight shock why this boy was so baffled.

I then decided to make a home visit to several of the migrant children's homes. The first home visited was nothing but a tar paper shack, about thirty by ten. The home had no hot water, no gas, and no refrigerator. There were two wood stoves, and because one didn't have a door a large hole was burned in the floor. One twenty five watt electric light bulb hung from a ceiling which was full of holes. It was also observed there was one chair, cramped sleeping quarters, and a table still piled high with breakfast and supper dishes. The boy had both his parents, two brothers, and three sisters. Four of the six children were attending school.

The second home visited was nothing more than a shack, either. It was somewhat larger. There were three rooms, two were used for sleeping. This home had no inside plumbing, therefore no bathing facilities. Two light fixtures hung from the ceiling, one with a bulb. There was very little food in the house. There was a television, but not in working order.

"I can't" or "I won't" were some of his favorite expressions. His home background in no way prepared him to succeed in school. Books tell mainly stories of middle class life. Words used in school were often foreign to him, since they were not the ones he had heard at home.

Some further investigation showed that his parents saw no real need for education. There was no hope of his rising above the social and economic level they achieved.

After thinking about the background and the attitude of the child's parents, I decided to investigate the feasibility of homework.

Because homework should be personalized and adapted to the individual need of the students or groups of students, how could these migrant children with no place to do their homework be called upon to do it?

Homework should be of the type that could be done better at home than at school. That means that the time is more readily available at home than at school, that facilities, equipment, and study aids are at home and that the home enviornment, is conducive to good study. Apply this to the migrant with very few books, or equipment, and it looks like an almost impossible task.

Homework should be based on the full understanding of the teacher, student, and parents regarding objectives. Parents must of course be fully aware of the methods used by the teacher in the course. Try to explain teaching methods to parents who have achieved very little education and see no real need for it. It would be almost futile.

Homework should at least be started in school, entered to the point that the student knows the next steps involved without full dependence on his parents. Not able to get any help from his parents, or not knowing whether he will be at school the next day, the migrant child sees very little use to attempt his homework.

Concerned not only with migrant children, but all children, it might be interesting to note this:

A two year study in Connecticut conducted by laymen and educators concluded that homework did not necessarily add to students' knowledge of a subject or improve habits or mental discipline.

Another study compared two matched groups, one receiving supervised study in school, the other homework. A significantly larger gain in school achievement was shown by the former.

A study of one thousand fifth to eighth grade students concluded that "nothing is to be gained in the way of achievement by requiring elementary school pupils to study at home."

In view of some of the material presented here, what are some of the ways in helping the migrant children to reach the highest goals within the limits of their intelligence?

Teachers, with patience, can help them develop wider word usage. Without this, the children cannot understand their school books. The child has to see the meaning of each new word, use it, become accustomed to hearing it, make it his very own. These children might use books written for them to build a background which most books incorrectly assume. It would be wise that the teacher not assume that which he thinks a child should know.

Field trips should be planned for these children to places of interest which would widen their backgrounds. Many audio-visual devices can be brought into play, such as flannel boards with pictures the children themselves search out of magazines available to them in the classroom. Slide projectors and motion pictures are very worthwhile. Television, newspapers, tape recorders, listing activities, record players, and radio help make the solution easier.

Neither parents nor children of migrant groups are oriented to the American way of life, particulary school. Teachers should use every available means to broaden and enrich these childrensexperiences so they will have an equal opportunity.

If you really understand these children, it is not surprising that they feel no need of an education, and are somewhat hostile to society.

Pat Aragon

April 22, 1963

CURRICULUM NEEDS FOR THE MIGRANT CHILD

The curriculum for the migrant child that is to be a working curriculum, takes a different set of working tools than the tools we use to educate the middle or upper economic classes of students. This curriculum must be very flexable so as to meet the needs of the majority of the students who will be attending classes from three weeks to nine months. It must be one that is able to help the child that will stay in this group as well as the one who will want to leave this economicalle enviornment that he is now living in. The curriculum for the migrant child can also be used for the low economic group of childern that most schools have.

The equipment to be used in this curriculum is what the students will be coming into contact with at home or where the parents work. He will probably be in close contact with this type of tool or equipment the rest of his life, so he should learn to put it to the best use he can.

The equipment to be used in this curriculum is what the students will be coming into contact with at home or where the parents work.

The child that is a product of the migrant family or the lower socio-economic group comes from an enviornment that is far removed from the middle or upper class group. The things that are useful to him in his everyday living are things that have long been discarded by these other groups. His home, his furniture, his transportation and his clothes are so often hand me down from the other groups.

Yet when he comes to the school, it is set up to meet the needs of the middle or higher economic group, and very little adjustment is made for this lower group. We need to find some way to at least partially, to fill the needs of all groups.

In the regular classroom routine the teacher faces the problem of trying to teach all the childern to read no matter what their abilities. But in some of the other subjects the teacher might be able to provide things to suit the abilities of the child more.

Most boys like to tinker with machinery of some type. Something they can take apart and put together again, such as bicycle, tricycles or motors of some kind. This type of equipment can be secured at a nominal cost or even donated in some cases, for the child to work with. Boys will help each other in repairing or putting something together. Therefore if it is possible to find bicycles that need to be repaired let the boys work on them and then have the bicycles to keep when they have them finish. This would also hold true with old toys, tricyles and scooters. Usually this troup of boys are cronological older than the grade level they are in therefore their ability to use these tools might be well developed. This would seem to have an advantage over "squaring a block" since the child might have a decided interest and enthusiaum for work of this sort. This is a practical application in the use of tools that could have a carryover into his everyday living.

Projects like this would also build a vocabulary having to do with the tools they must work with thus helping to develop a background that could lead to earning a living in this type of work.

Also teaching a child to repair things is very helpful since manythings in the home need to be fixed.

There is a health point that can be stressed in this shop situation. In teaching the child that the parts of the machine must be cleaned and taken care of to work properly, it stands to reason that the body would be very much the same.

Due to the interest of these repair jobs there tends to build up a teacher-pupil relationship that is helpful to the student and also the teacher.

The girls from this migrant or low econonmic group come from a home that may have a keresene stove, no sewing machine, no refrigerator and might be an old wringer type washer. It might be a surprising idea but many of these people don't even have electricity. Still when this girl goes to the home economics class in school they have electric or gas stoves, a big refrigerator and the latest in sewing and washing machines. She is expected to use these things and profit from them. It seems it might be more practical to teach this child how to better her situation but not put the situation completely out of reach. These girls need to know how to do some hand sewing because that is undoubtedly the type sewing she will have to do. Child care is another thing these girls need to learn. Even tho they may have little brothers or sisters, they still need special instructions in the cleanliness and the health of a small child. Their projects should be based on their living conditions and not the ones they might hope to achieve someday.

The Federal Goverment help inthe hot lunbh programs that most school use, this man make a migrant program work much easer. In the lunch program thw school has helped out the child of the deprived group. Many who can not afford to pay for a meal are allowed to work and earn their lunch. This does several things besides provide the child with nourishing food, It teaches him he must work for what he gets. Those that work in the dafeteria must be clean and have a health checkup each week. Also the child is given a variety of foods which is far diffenent from the meals provided at home.

In the P.E. classes the childern are given an opportunity to participate in team and individual sports. This might be particularly rewarding for the migrant child since he might excel in physical fitness. This is the place where physical fitness should be stressed. Also cleanliness could again be taught and the child could be given an opportunity to shower at the ent of the period.

Throughthe help of the Red Cross these childern--in fact all childern--could be given classes in junior first aid. This again would be a practical kind of learning and one that any child might have an opportunity to use.

These are just a few things that might be done in the school that would better fit the needs of the child from the lower socio-economic group. In a school that has all types of childern it is sometimes difficult to fit the needs of the child and it seems that the child of the migrant is the one that is slighted in most cases.

Willard W. Tolman

INTERGROUP RELATIONSHIP
IN THE CLASSROOM

PHYLLIS E. GRANGER

APRIL 22, 19 63

As a result of an experience which I had with a Migrant family I have become very aware that a solution to their problems does not lie in giving material things, but rather in giving of ourselves. All the books in the world sometimes do not answer the problems of one individual child and a teacher may find herself faced with a massive problem that can use help from any known area that might have been faced with an equally difficult problem. It becomes evident then, that each of us can contribute by extending any methods, tricks or subtle means we, as teachers, have found to be effective in dealing with the diffe rent problems encountered in the classroom. If each teacher in this classroom would suggest one way that has proven successful in handling on e particular problem, we would immediately have forty suggestions for approaching situations that we ourselves may find insurmountable.

The children that I referred to in the previous paragraph were perfect examples of children that were unable to learn in the classroom. But only through social contact was I able to understand their complete alienation from our way of life. Their world is so narrow, so colorless and so hungry that a lmost anything that is presented in the classroom is so unrealistic as to be unbelievable. Everything is without meaning and unreal and these children are concerned only with what is real and affects them. Their emotions are so wrapped up in everything that they do, that all their learning is emotional. When we say that one must crawl before he can walk, we forget that many never have a chair, or a table, or even a human leg to pull himself up on in able to start the walking habit. And so they concontinue to crawl until walking becomes such a gigantic feat it's for the other fellow only. Although this is figurative language it presents a very clear picture.

A child's self concept is, witho ut question, the most important thing to be worked upon in establishing his potential for leanning.

Each child must feel that he is an important part of his class because he has something to offer. The class as a whole must understand that no one child is superior in everything, but that each child is an individual and is rich in some particular field. It is up to the teacher to establish this feeling that each child has something to offer. She then must expect that each child work up to his full potential, but once that capacity has been reached, that child should become an entity unto himself in the final grading and judging of what he or she has achieved. Each child within the classroom should be liked, needed, accepted and wanted, regardless of color, faith, ancestry, physical appearance or economic status. This can be accomplished by setting an example of complete impartiality. Social barriers are non-existent in the classroom if the teacher wills it so. It is a rather slow process but two months of a new year can establish a regime of accepted behavior. It can become almost a pupil planned classroom in which everyone participates by dropping the responsibility plump into their little laps.

A teacher can, at the beginning of the school year, establish a rapport by stating openly that there will be complete fairness, insofar as possible. Immediately establish privilege rows. Throughout the school year, each week a new row will accept the responsibilities of the classroom. Even the teacher doesn't know who's turn it is. All the teacher needs to do is quietly say, "Paper, please." The first child will immediately assume the responsibility for passing the paper and from that point whatever has to be done next is taken by the next child. A note or trip to someplace in the school is taken by whatever child is awaiting his or her turn to respond to the needs of his class. Children are unbelievably fair in an exchange of this sort and very seldom, if ever, is there any question of who's turn it is. The children recognize that they are being judged by the class and fairness is the password. This type of social equality makes every child an equal part of the classroom. This can be the beginning of human relation skills for many children who have never been an active part of any classroom. Unknowingly this row for the week becomes a group working together very closely and solving their own differences without the aid of an adult. Many times the row will ask after their week is over, "How did we accept OUR responsibilities last week?" The beginning of "US" and "WE" is in process. The beginning of belonging.

The social skills are again an intergroup relationship that must come from giving and taking in a daily exchange of courtesy and kindness. Telling a child to say thank you or please as a part of English, Chapter VII, is nothing but prattle to a child that has been pushed all his or her life without an apology of any kind. The teacher must set the example and make every effort to prove that courtesy is a way of life not just a once in awhile thing. Within this circle of constant courtesy and fairness there must be a an atmosphere of give and take of opinions that can be accepted or rejected without resentment. In an open discussion of any kind the leaders or talkers will inevitably try to monopolize every situation but it is up to the teacher in this instance to turn to the child whose eyes are speaking but whose lips are sealed by one reason or another. Draw the child out by a, "How about it Rob, do you think this is so in all situations or do you have a different slant on the subject?" Make it clear that we are the end results of our experiences and as such certain ~~different~~ things have ~~mean~~ entirely different meanings. Children may refuse to participate at first, but there is nothing like a group of children all trying to express their opinions, that will help a non-verbal child more. Strength of mind and character grow in an atmosphere of free discussion during which an individual can test his judgments against the group.

It becomes necessary to establish a knowledge and understanding of prejudice and bias that will carry itself through into every area and make anything that enters these two undesirable areas recognizable immediately. Prejudice and bias should be rejected by the teacher at every turn. Do not talk down to children during discussions. If a word that is not of their level seems to be necessary, use it and explain its use as a word that is suitable for just such a time and place. Children will better understand and appreciate the need for a wider vocabulary if they are exposed to a wider use during the classroom hours. Once a dictionary becomes a "friendly" necessity, progress is being made.

Recognition of the work of all children in the classroom is imperative. Call them our mathamaticians, our artists, our historians, our authors, our spellers, our anything so long as each child finds a niche in which he is an intergral part of the class and accepted as such for his ability.

The extension of vocabulary can be made easier for a child with a limited background if great expression and action go into the meaning of each word presented for study. Merely writing the words on the board for the children is nothing but busy work and will take up much more time than each child looking up one word in the list and using it in a sentence along with actions that more fully define his sentence. A word such as "nuzzled" can quickly become meaningful when one child rubs his nose on or underneath another child's shoulder and says, "I'm a horse and I just nuzzled you." Or the word could be stumble, and the child could place an obstruction on the floor, and as he walks toward it purposely trip or stumble using a suitable sentence at the same time. Twenty words carried out in this fashion do not begin to take the amount of time that silent study of the word would take. The words become meaningful when the teacher asks questions as to how else the same word could be used and even works a tiny bit of english into it, saying, "Is this an action word?" or "Is this a person, place or thing?" A word like swing c an come alive if a child will pretend to swing and then suddenly sees it as a swing hanging alone in the playyard waiting to be used by the children. It then becomes a definite thing but once you get into it and start swinging through the air, all the children know you are in action. It takes word knowledge on the part of the teacher and a willingness to be an ac tress,if necessary, to paint these word pictures. As the study of words proceeds through the year under the guidance of a knowledgeable teacherm even the slowest child will participate somewhat and accumulate sufficient vocabulary to widen his scope of understanding and make his reading a mo re "alive" thing.

For the child who enters into the class during the year, amazingly enough, an atmosphere of fair play will immediately be understood and little explanation is necessary. Try to pla ce the desk of the new child in the next week's privilege row so that he will ha ve a few days to watch how the class operates but is thrown into a group almost immediately. Take two of your girls or boys, depending on the sex of the incoming child and ask them to see that John or Sue gets through the lunch line without any trouble and suggest that they get to meet everyone. The theory of taking two to do this job seems to work better than one because one resents being taken from his or her group but it seems to become a challange when two take on the job of friend.

BE 522 - EDUC. WORKSHOP
ASU APRIL 1963
RUTH LAUMAN

REMEDIAL READING TECHNIQUES

In this paper, I have put, in an abbreviated form, some of the devices the classroom teacher might find useful when working with the culturally deprived, bilingual or just slow learning pupil.

Two of the most difficult tasks in working with these children are the development of auditory attention and the ability to express themselves written or orally. The child must be made to feel he is a part of every learning situation. The pupil can help plan, develops, and create new and exciting things in the classroom. Once the child's interest has been developed, his attention span will be greater and the ability, plus the desire, to express himself will show great improvement.

The following are two devices which have proved useful in helping slow primary pupils to master the basic reading skills without clinic service.

I Retention in Kindergarten or First Grade: Children with inadequate oral language skills when they first enter school should remain longer in Kindergarten or first grade. The additional language growth and mental maturity makes initial success in reading possible for many children who would otherwise have a good deal of trouble.

Children who lack readiness for reading in terms of their oral language development and background experience must have a prolonged readiness program. Six year olds who cannot talk coherently can not be expected to begin reading as soon a s they enter school. A wide range of experiences, both real and vicarious, is necessary before the culturally deprived or bilingual child can be expected to master the basic language skills of listening and speaking. These experiences at this time should include listening to stories told or read by the teacher, field trips to parks, farms, zoos, airports, fire stations, and other points of interest. The use of tape recorders, records, films, and film strips are useful in providing pupils with opportunities for language experience. Follow-up these activities with discussion and their reaction to the activity.

II Transition Groups: Grouping those children proven to be slow learners or those needing further reading-readiness activities. Small-group skill teaching could be used in explaining this device. The pupil in this group needs the help of all of those around him. The bilingual child often falls in this category, that of needing further reading readiness.

The essential ingredient of successful reading - oral language growth - often comes slowly. We read words independently by recognizing them by their configuration, by inferring them from context, by phonetic helps, and by structural analysis. Remedial reading instruction places a great stress upon phonics and structural analysis. These two skills should be presented rapidly with much drill to secure reading mastery.

Remedial reading in the classroom will eliminate many supplementary activities but will stress quick mastery of the phonetic and structural analysis - this can best be accomplished in the small transition group. The use of single letter phonics seems to be best adapted to the needs of the slow learner and of the child who has little knack for retaining sight vocabulary or, as in the case of the bilingual child, for making his own phonetic generalizations from his experiences with reading material.

In working with the culturally deprived child the teacher's attitude is extremely important. The teacher must learn to accept each child just as he is and must show respect to him as an individual. Remember too, although the culturally deprived child generally cannot progress as rapidly as other children, they must have an opportunity to associate with them. Deprived children must be helped to accept themselves and to realize that different kinds of language and behavior are appropriate as situations vary. These children must come to understand that without better language mastery they will be unable to bridge the gap which lies between themselves and a profitable occupation.

Since working with the children with reading problems in my school, I have found some of the following data to be most effective:

A diagnostic folder for each child. This folder should include necessary items and blanks for general information, physical aspects, tests, an analysis of reading habits, and a summary of progress. This information can be used to map out the remedial teaching program for each child.

School information is a great help to the remedial teacher, as often this information will show poor attendance, repeated failures, and other indications that he has had little chance to be successful. Here the remedial teacher will have to be sympathetic and understanding of the child's problems and when seen in black and white the dismal educational experiences will tend to bring about an even greater feeling of understanding and patience with the child.

Also in the diagnostic folder should be information concerning the home situation. Here is the teacher's opportunity to find out what the parents' attitude is toward the child's problems. Some parents, especially of the culturally deprived child, will poke fun at the child, or put other strains and stresses upon him so that the child will no longer try to learn.

Last but not least is the interest inventory, this too can be kept in the child's file or record. This information gives the teacher an opportunity to get acquainted quickly with the pupil. Children who have had trouble with reading are suspicious of teachers and are prepared not to like them or not to have confidence in them. In order to succeed where others have failed, it is important to convince the child that he will learn to read because this teacher has confidence in him, knowing that he will succeed and he has someone on his team. This inventory may be filled by the pupils as a group activity or individually in answer to the teacher's questions.

I have included with this paper an oral reading test, a test that will reveal much about the pupil's word perception skills. The work for the remedial teacher is pretty well set forth after giving such a test. Happy remedial reading!

An oral reading test: to reveal word perception skills

1. How much sight vocabulary has he?
Use The Basic Sight Word Test devised by Dolch.

2. Does child try to use context clues?
Let child guess the missing words:
"Dick," ____ Mother, "will you go to the store for me?"
"Surely, ____," said ____. What shall I get?"
"I need a ____ of butter, a loaf of ____, and a ____
eggs," said ____. "Hurry!" ____ ran to the ____.

3. Does he know the names of the letters?
Let child read these, circle errors.
B A I S C D F E P T M L R Z J U H G
W X Q K V Y N O r o n l m y t v k p z
i a j u s h b c g w d f x q e

4. Does he know the consonant sounds?
"Name these: by sounds:" r n l m v z s f
"When these are together what is the sound:"
sh ch th wh ng st tr bl gl sp

5. Can he substitute beginning consonant sounds?
Sight words: man sent star night at hen blue
Test words: ban pent mar bight gat fen clue

6. Can he hear the short vowel sounds in words?
"Tell the vowel sounds:" bread (ĕ) bunk (ŭ) snap(ă)
split (ĭ) block (ŏ)

Oral Reading Test (continued) 2

7. Can he tell when vowel sounds are long in words?
"Try to read these words:" teal vie shoal trite

8. Does he know the common vowel digraphs?
"Try to read these words:" nook awl coy flout
stray maul foil jowl

9. Can he blend letter sounds to form words?
"Try to read these nonsense words:" fis lote
gud keat hin sut jav tope sive muts bame
grue nibs pud nobe beed nel bute kim

10. Does he make reversals?
"Read these as quickly as you can:" pas even
no saw raw ten tar won pot rats keep
nap tops read meat lap never

11. Does he see the common prefixes and suffixes as units?
"More nonsense words to read quickly:"
repan conjump inwell delike dispay combent
ungate excry proread prehead enstand
balling booker floorest daytion skinance
meatness chairly waterful burnant truckous

12. Can he divide words into parts?
"Draw lines between syllables - read afterwards:"
bombardment combination refreshment
establishment revolver entertain calculate

Ruth Lauman
BE 522

Interest inventory and background information

1. What do you like to do in your spare time ?.......
What do you usually do right after school ?.....
In the evening ?..................................
On Saturdays ?....................................
On Sundays ?......................................
With whom do you like to play ?...............
2. How many brothers and sisters do you have ?.
How old are they ?................................
Do you play with them ?..........................
3. What kind of work does your father do ?......
Where ?...
Does your mother have a job, too ?..........
What ?..
If mother works, who takes care of you ?......
Who gets your breakfast ?......................
Do you have any special jobs at home ?......
4. To which clubs do you belong ?.............
What do you do at your club ?...........
How long have you been a member ?.....
Are you an officer ?...........................
5. Do you go to Sunday School or church ?.....

Interest inventory (continued) 2

6. Do you like school ?..............................
What subjects do you like best ?...............
Which do you dislike ?..............................
What schools have you attended ?................
Where ?...

7. Do you take any special lessons ?...........
What are your hobbies ?..........................

8. What tools or playthings do you have ?.....
Which do you like best ?...........................
Do you let others use your toys ?..............
Why not ?..
Is there any tool or toy you want badly ?....

9. Have you an allowance ?..........................
Have you ever earned any money ?.....How ?....
What do you do with your money ?...........

10. How often do you go to the movies ?......
With whom do you usually go ?...............
Which are the two best movies you ever saw ?...................................
Which of these kinds do you like best ?
Comedy, Sad, Western, News, Love, Serial,

Interest inventory (continued) 3

Mystery, Gangster, any other ?...............
Who is your favorite actor ?..... Actress ?......

11. Do you have a television set ?..................
What are your favorite programs ?...............
How much time do you spend watching television?..

12. Have you ever been to a farm, circus, zoo, art museum, amusement park, concert, picnic, ballgame, another city ?..........................
Have you ever taken a trip by boat, train, bus auto, airplane ?...............................
Where did you go ?.................................
Where did you go last summer ?...........

13. Do you have a pet ?..............................
What ?...

14. Do you enjoy reading ?..........................
Do you like to have someone read to you ?--
How much time do you spend just reading?...
Do you have a library card ?...........
Do you use it ?..............................
What kind of reading do you like best ? History, Travel, Adventure stories, Science, Poetry, Novels ?.....

15. What would you like to do when you grow up ?.....
What would your parents like you to do when you grow up ?........................

HELP HIM IMPROVE HIS SELF-CONCEPT

I would like to write about the problems of migrant people; not mainly from the point of view of their living conditions and surrounding areas, but from the point of view of what a teacher can do to begin to help these basic problems. My first year of teaching I was all fired up with beginner enthusiasm and felt I could do something. But my whole idea centered around information. I remember spending the best part of a day teaching a boy the steps of division. I worked mostly on that even to the point of neglecting other things; and at the end of the day I thought he had it all learned, and I felt pleased. The next day he came back and could not do the first step. For these many years though, I have only been substitute teaching, I have wondered "how are you going to do it?"

The main feeling I have acquired so far in this course is that the starting place must be on the child's self-concept. First we must show him we like him for himself; help him to like and fit in with the others and this will clear the way for him to feel better about himself and turn his attention toward learning. The biggest mistake is to let a child feel you do not like or approve of him because of himself --maybe you do not like something he has done, but try never to let him feel that it is him you do not like. If I am finding it hard to truly like a child, I shall try to remember to treat him with the respect that is due a fellow member of the human race. I believe anything that can be done to help in his getting along with other children will be an essential step in the right direction. Here we must try to help them understand that we are not all alike, but that we can still like each other, or that there are things about most every one to appreciate and like and make it easy for us to work together. The teacher has a primary responsibility for providing minority group children with status building experiences. I would like to build up a supply of resource material to help myself get ideas of ways to accomplish this. Even the tone of a teachers voice may be helpful in this goal. If a child is inclined to be absent often and is greeted upon returning to school by a cutting, "Well look who is here today", he is more likely to wish he had stayed home again. Better to say, "I am glad you are here. We missed you."

A way children may be helped to develop an improved self-concept is to provide small group work. This enables the teacher to set up opportunities for children of all kinds to work together. Through such experiences they learn that people who are different from themselves are worthy and therefore can be respected; that they are good and can therefore be liked. Out of such experiences youngsters find that differences of color, race, religion, social class and even ability, are never reasons for rejection.

Be alert for a chance to compliment a child; if not on some of his work, maybe his appearance. In the classroom, achievement and accomplishment need to be experienced frequently by every child. School must not become a place where children learn to fail. The teacher need not call a poor job good or accept it as satisfactory. Rather, help the child evaluate each job to determine its strength and weakness. Look together for ways to improve. Place the emphasis on improvement, striving for knowledge and growth.

Continuous achievement and accomplishment are essential for healthy personality growth. How to provide success experiences for all is a problem to the teacher. But try, for out of success comes a feeling of adequacy and worth, which in turn, provides the motivation for further effort. The teacher can not do this using the same test for every child. There were sample tests in many of the reading materials available to this class that could be a very big help in locating a child's working level. Then test his improvement for the determined level. Get away, if necessary, from complete dependence upon the use of the word symbol in reading and writing, which is the most difficult way to learn. Use direct and various learning experiences, out of which all children, bright and dull, can learn. Such learning experiences will involve children in planing for, carrying on, and evaluating of trips. Use films, recordings, collecting and exhibiting. Allow them to express what they have learned through construction, arts and crafts, music, and the dance, as well as in written and spoken words. Compliment the child who does a good job of washing the blackboard clean as well as the one who gets all his arithmetic examples right.

In addition to information, pupils need to develop skills which are sufficiently well-developed to be used effectively in our society. These are the skills of democratic practices and processes. One of these is the skill of planning which can be developed through many experiences in pupil teacher planning for classroom work, and when children work together in small groups. This will also help them to learn the skill of participation; which may also be developed in play groups. The skills of sharing can be built up by practice in telling about cultural traditions and holidays, and by lending ones toys, utensils and equipment.

Social skills need to be learned and may greatly help these children to feel more at home in the school. Learning to say, "I'm sorry", and "Thank you", in appropriate times. They may learn to ask for and give opinions, and to differ and accept differences without anger.

These skills must be learned by practice, not by reading about them. Practice should be provided in situations that are meaningful to the learner. These skills and more can not be classed as information, which is where most of the emphasis at school is placed. But if they can be developed they can help the child at school and in the world outside the school. Perhaps as the child becomes more apt in such skills, accepts himself for what he is and feels more at ease with the others at school, he will also become a better information learner.

Doris Rhodes
April 22, 1963
B.E. 522